

**The experiences of out-of-field
intermediate phase educators
with self-directed learning**

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DECLARATION OF AUTHENTICITY

I, Kirsten Leigh Farrand, the undersigned, hereby declare that the work contained in this dissertation / thesis is my own original work and that I have not previously, in its entirety or in part, submitted it at any university for a degree.

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Billie Jean King has been famously accredited with saying, “pressure is a privilege” - this is a difficult concept to understand when you have been pushed to your limits both mentally and physically. I am grateful to say that it has been through this Masters process that I have been able to identify my privilege. The privilege to have the opportunity to pursue education further and to learn from others. The privilege to be part of the first generation of my family to attend university. I would never have been awarded this privilege if it were not for the love, sacrifices, hard work and dedication of my mother, Ashlie Farrand and my father, Christopher Farrand. For this, there are no words to describe my gratitude. There were days, and nights, when the pressure almost crumbled me and I was ready to give up my privilege and my opportunity, but it was in those moments where Jonathan Campbell showed me the light and willed me to continue chasing my dream. Through every tear, every bit of frustration and moment of joy, you will never truly know how much I valued your encouragement. A special thank you to my incredible sister Alyssa Farrand for always believing in me and inspiring me daily. Thank you to Dean Farrand for always showing me the value in chasing your dreams. Thank you, Marlene Campbell, Langton Rogers and Keegan Rogers, for the non-stop motivation and cheerleading. You all helped me through the pressure and made sure I faced each challenge with a smile.

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As cliché as it might sound, I want to encourage anyone who wants to study further or pursue research that they can do it. Embrace the pressure, turn your privilege into something that will benefit not only yourself but others too.

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ABSTRACT

This study explored the experiences out-of-field (OOF) intermediate phase educators have with self-directed learning (SDL). The theoretical framework for this study explores the way in which self-directed learning is defined by different authors and what the literature says about self-directed learning at intermediate phase. The study goes on to link self-directed learning at intermediate phase level with the out-of-field teaching phenomenon and who the educators who fall into this phenomenon experience self-directed learning. A mixed-methods research methodology with a sequential exploratory process signature was used to collect data. The sampling method used during the qualitative phase of the research was the purposive sampling method as participants needed to meet certain criteria in order to participate in the study. The purposive sample included five participants. The sampling method used during the quantitative phase of the research was the snowball method as the population of participants who meet the participation requirements are difficult to identify. The snowball sample included 27 participants. Semi-structured interviews were used as the data collection tool during the qualitative phase of the study, and a web-based questionnaire was used as the data collection tool during the quantitative phase. The findings indicated that out-of-field intermediate phase educators experience challenges delivering subjects outside of their field of expertise, but recognised that developing self-directed learning skills and competencies is valuable. These challenges and the lack of understanding around self-directed learning and how it is developed could be affecting the development of SDL competency throughout formal schooling. More needs to be done to equip educators to encourage the use and development of SDL hard and soft skills so that learners can enter adulthood and higher education with the skills they need to be self-directed in their learning. It was also found in this study that there are few studies contributing to the literature and understanding of both the out-of-field phenomenon and self-directed learning in primary school learners.

Key terms: out-of-field teaching, intermediate phase educators, primary school learners, self-directed learning, mixed-methods, exploratory

OPSOMMING

Hierdie studie het die ervarings wat buite-die-veld intermediêre fase-opvoeders met selfgerigte leer ondersoek. Die teoretiese raamwerk vir hierdie studie ondersoek die wyse waarop selfgerigte leer deur verskillende outeurs gedefinieer word en wat die literatuur oor selfgerigte leer in die intermediêre fase sê. Die studie gaan voort om selfgerigte leer op intermediêre fasevlak met die buite-veldonderrigverskynsel te koppel en wat die opvoeders wat in hierdie verskynsel val, selfgerigte leer ervaar. 'n Gemengde-metode-navorsingsmetodologie met 'n opeenvolgende verkennende proses-kenmerk is gebruik om data in te samel. Die steekproefmetode wat tydens die kwalitatiewe fase van die navorsing gebruik is, was die doelgerigte steekproefmetode aangesien deelnemers aan sekere kriteria moes voldoen om aan die studie deel te neem. Die doelgerigte steekproef het vyf deelnemers ingesluit. Die steekproefmetode wat tydens die kwantitatiewe fase van die navorsing gebruik is, was die sneeubalmetode aangesien die populasie van deelnemers wat aan die deelnamevereistes voldoen moeilik identifiseerbaar is. Die sneeubalsteekproef het 27 deelnemers ingesluit. Semi-gestruktureerde onderhoude is gebruik as die data-insamelingsinstrument tydens die kwalitatiewe fase van die studie en 'n webgebaseerde vraelys is gebruik as die data-insamelingsinstrument tydens die kwantitatiewe fase. Die bevindinge het aangedui dat buite-die-veld intermediêre fase-opvoeders uitdagings ervaar om vakke buite hul vakgebied te lewer, maar het erken dat die ontwikkeling van selfgerigte leervaardighede en -bevoegdheid waardevol is. Hierdie uitdagings en die gebrek aan begrip rondom selfgerigte leer en hoe dit ontwikkel word, kan die ontwikkeling van selfgerigte leer-bevoegdheid regdeur formele skoolopleiding beïnvloed. Meer moet gedoen word om opvoeders toe te rus om die gebruik en ontwikkeling van selfgerigte leer harde en sagte vaardighede aan te moedig sodat leerders volwassenheid en hoër onderwys kan betree met die vaardighede wat hulle nodig het om selfgerig te wees in hul leer. Daar is ook in hierdie studie gevind dat daar min studies is wat bydra tot die literatuur en begrip van beide die buite-veld-fenomeen en selfgerigte leerwyse by laerskoolleerders.

Sleutelterm: buite-veldonderrig, intermediêre fase-opvoeders, laerskoolleerders, selfgerigte leer, gemengde metodes, verkennend

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CHAPTER 1

1. INTRODUCTION AND ORIENTATION TO THE STUDY

1.1 INTRODUCTION

This chapter will serve as an introduction and orientation to the study. The study will be taking a close look at the experiences that intermediate phase educators who operate outside of their field of specialisation or expertise have with self-directed learning. The out-of-field (OOF) phenomenon happens when an educator is called to teach outside of their field or phase of specialisation (Hill & Dalton, 2013:403). This phenomenon occurs globally in the education profession, but this study will be exploring the phenomenon in depth within a South African primary school context within this study. Self-directed learning (SDL) is a learning strategy and essential competency made up of 21st century skills needed to navigate the 21st century world (Jaleel & Anuroofa, 2017:1849). Having operated within the OOF context personally it became evident to the researcher that the complexities of the OOF phenomenon needs to be more explored so that the proper support can be provided to OOF educators. In terms of the connection of the OOF phenomenon and SDL, the researcher experienced a shift in education, with a heavy focus being placed on skills, this that they noted as being SDL skills. The concept and importance of SDL and its link to the OOF phenomenon will be explored and elaborated on throughout this study.

1.2 THE BACKGROUND OF THE STUDY AND PROBLEM STATEMENT

The OOF (out-of-field) phenomenon occurs when an educator is called to teach outside of their field or phase of specialisation (Hill & Dalton, 2013:403). In study which analysed the OOF phenomenon in Australia, Germany, Ireland, the United Kingdom, the United States of America and Indonesia, it was noted that a significant number of educators operate within the OOF phenomenon across all the studied countries and that adequacy of the empirical data reporting on the phenomenon is often lacking (Price *et al.*, 2019:68). In South Africa at the university level, undergraduate pre-service educators select a specific area of specialisation, for example, intermediate phase Life Skills. After the educator's studies are completed, there is a possibility that the educator will be employed to teach a subject or phase outside of that specialisation (Coetzer, 2015:29). The OOF phenomenon often occurs due to mismanagement of educators by principals - in some instances, principals get educators to teach subjects or phases that are not in their area of expertise as a 'quick fix' that rarely gets corrected (Ingersoll, 2001:31). Long and Wendt (2019:347) note that in a South African context, schools have high autonomy in appointing educators, which makes it probable that educators are placed in positions that do not match their training or qualifications.

According to Hobbs and Quinn (2021:629), the implications of the OOF phenomenon can be linked to the quality of education being delivered and can have a psychological impact on the educators operating within the phenomenon. Steyn and Du Plessis (2008:150) found that OOF educators have the following psychological experiences: feeling worthless, out of control, high levels of stress and feeling ineffective as an educator due to a lack of self-confidence. Apart from factors that affect the psychological well-being of OOF educators, these educators experience other challenges linked to their content knowledge, what to teach, and their pedagogical content knowledge, and how to teach (Steyn & Du Plessis, 2008:150). The OOF phenomenon continues to occur even though it is known to have an impact on the quality of education being delivered due to the lack of content knowledge and pedagogical content knowledge as well as the inability of OOF educators to provide profound learning opportunities for learners (Du Plessis, 2018). A further shortcoming exhibited by OOF educators is that they struggle to make accommodations for learners with diverse learning needs in their classrooms (Du Plessis, 2019:138).

With these difficulties in mind, the researcher contemplates how OOF educators experience SDL and the need to develop this vital 21st century competency. Du Plessis (2016:43) also makes the link between the OOF phenomena and competencies by stating that there is an expectation on schools to prepare learners for the demands of the 21st century. This has turned a focus onto the quality of education being provided and how the OOF teaching practice could have a direct influence on this, and the types of skills and competencies learners develop throughout formal schooling (Du Plessis 2016:43).

According to Long and Wendt (2019:345), although OOF teaching is a fairly common practice in South Africa, the distribution and extent of this phenomenon has not been fully explored apart from a low number of small-scale qualitative studies. In a report issued by the Department of Higher Education and Training of South Africa, the department states that it is currently (at time of print) not possible to quantify the number of OOF educators in our education system, which is thought to probably be one of the most widespread problems faced by the education system in South Africa (Department of Higher Education and Training, 2015a:67). During a round table presentation by Yusuf Sayed, the South African research chair in teacher education, data was presented suggesting that there were doubts regarding the content knowledge and pedagogical content knowledge addressed in both the PGCE (postgraduate certificate in education) and BEd ITE (bachelor of education initial teacher education) qualifications (Sayed, 2020). Reasons why newly qualified teachers (NQT) left the teaching profession early on included high levels of stress and having to teach out-of-field (Sayed, 2020). Further, there is a mismatch between what NQTs are being trained to teach at ITE institutions and the subjects or grades they are required to teach

once they are qualified (Sayed, 2020). During the round table discussion, data was presented that showed that across South Africa 30% of educators are teaching outside of their phase of specialisation, and no data was provided on educators teaching outside of their subject of specialisation (Sayed, 2020). In 2015 the Department of Higher Education and Training revised the policy on the minimum requirements for teacher education qualifications and now, under point 12, the qualifications and programmes for initial teacher education states that educators become either phase or subject specialists, or a combination of the two during their ITE (Department of Higher Education and Training, 2015b:20). The policy goes on to state that the ITE qualifications should allow educators specialising in the intermediate phase level to specialise in at least four subjects, two of which should be languages (Department of Higher Education and Training, 2015b:26). Hobbs and Porsch (2021:601) refer to this type of education training as generalist, but considering pre-service educators still select which four subjects they wish to specialise in, there are still subjects with which they will be completely unfamiliar. Hobbs and Porsche (2021:603) go on to state that generalist teaching can also be viewed as out-of-field because generalist educators are not adequately equipped with content knowledge and pedagogical content knowledge, they are only trained with surface level knowledge. Therefore, it is clear that the OOF phenomenon is a problem, and in South Africa, more research needs to be done in identifying the magnitude of the phenomenon and its effects. Du Plessis (2015:99) suggests that there is value in specialising in a subject and phase as it allows the educator to become a true subject specialist - a master of content, context and pedagogy. Educators who know their subject well, and all the possible misconceptions, are more likely to try to push their learners academically and cognitively (Du Plessis, 2015:96). Therefore, in the ideal learning environment educators would not be teaching outside of their subject of specialisation.

The South African education system is increasingly emphasising learner-centred approaches to teaching and learning, as well as the need for all students to become self-directed lifelong learners (Du Toit-Brits, 2020:20). It is noted that SDL is an essential competency made up of 21st century skills needed to navigate the 21st century world (Jaleel & Anuroofa, 2017:1849). Cruywagen and Potgieter (2020:2) claim that educators are teaching generations of learners that have grown up with information technologies and tools that older generations were not exposed to and that academic programs need to transfer 21st century skills into the classrooms in order to equip these generations.

Teacher-centred teaching methods revolve around the educator - the educator provides the learner with the knowledge and the way it should be learnt (Jacobs, 2013:156), whereas Criticos *et al.* (2014:282) explain that learner-centred methods promote critical skills development such as problem-solving and decision-making abilities, which are skills needed by learners to cope in

the competitive global economy. This brings us to the question, why SDL? Mahlaba (2020:124) makes a case for SDL in South African schools by saying that learners who are self-directed are equipped beyond classroom practice, sought after professionally and are more successful in achieving their academic goals.

All people are capable of displaying levels of self-directedness and although SDL is usually linked with young adults and adult education, there is no age limit concerning a person's ability to be self-directed (Nor & Saeednia, 2008:559). Morris and Rohs (2021:2) claim that SDL equips learners with the skills to be adaptable, and this adaptability is advantageous in the professional environment. Morris and Rohs (2021:2) further state that learners should enter adulthood with the SDL competency, and therefore, it should be fostered throughout formal childhood schooling. Morris (2019:621) mentions that it is fundamental for learners to have the SDL competency developed in formal educational settings as not all adults are necessarily competently self-directed. Here we can see that there is a case to be made regarding the earlier, rather than later implementation of SDL in classrooms.

According to Bosch *et al.* (2019:6), many researchers have developed models to help promote the key elements of SDL in educational environments. Some of the more prominent models include: Long's SDL instructional model from 1989, Candy's SDL model from 1991, Brockett and Hiemstra's personal responsibility orientation model from 1991, Garrison's model from 1997 and Oswalt's model from 2003. Each model refers to slightly different key elements which could be considered when thinking about the development of SDL. Du Toit-Brits and Van Zyl (2017:53) outline the interconnected key elements of what makes a person self-directed in their learning according to Garrison's model: motivation (entering task), self-monitoring (responsibility), and self-management (control). Therefore, educators need to create certain environments that encourage motivation, self-monitoring and self-management, and develop certain skills and competencies in order to cultivate SDL in their learners.

Shweder and Raufelder (2021) say that in SDL environments learners are in charge of their learning goals, unlike in traditional teacher-centred environments where the educator instructs rather than facilitates. The pedagogy that includes teaching strategies such as co-operative learning, problem-based learning, inquiry-based learning, project-based learning and process-orientated learning suggested by Bosch *et al.* (2019:25), and learner-centred pedagogy such as discussions, projects, role-play and experimentation identified by Gawe *et al.* (2013:187) would be more beneficial to the learner's development of knowledge and self-direction. Vaca (2018:100) gives the ability to be flexible, to provide parameters of the study, to promote leadership and autonomy, to guide learners academically as well as collaborate with them and challenge them

as examples of the characteristics of an educator who can provide opportunities to develop SDL in their learners. Robinson and Persky (2020:295) identify four categories that could pose challenges with facilitating SDL in a classroom: time; acceptance of change; assessment and motivation; and lack of expertise.

Making use of learner-centred approaches when delivering a subject could be very challenging for educators who fall into the OOF phenomenon. Qhobela and Moru (2014:73) discovered that some OOF educators experience challenges trying to implement learner-centred approaches because they lack topic or subject-specific pedagogical content knowledge, and they struggle to plan and prepare learner-centred lessons when topics or concepts are not familiar to them. This is a challenge regularly experienced by educators who fall into the OOF phenomenon under average traditional teacher-centred circumstances. It would also be unreasonable to expect an intermediate phase learner to possess all the qualities and abilities of adult self-directed learners from the outset. We should view SDL as a process, which starts with learners being completely dependent on an educator moving towards being entirely self-directed as they grow and develop (Du Toit-Brits, 2019:3).

In summary what, exactly, is the problem? The problem is that in order to thrive in the 21st century, learners need to enter the professional world as self-directed. Self-directedness is a competency that can be developed in certain learning environments and with the development of 21st century skills, notably at a younger age, rather than older. The development of these skills is also a general aim of the CAPS (Curriculum and Assessment Policy Statement) which is the guiding curriculum in South Africa. These 21st century skills and competencies are developed in various ways but rely largely on educators acting as facilitators and centring learning activities around the learners taking charge of their learning, but it has been noted that among other things, OOF educators struggle to do this due to lack of content and pedagogical content knowledge. This brings the researcher to the question: what experiences do OOF intermediate phase educators have with SDL? By bringing more attention to the phenomenon, how it affects the educators and the development of important competencies in learners, we could potentially move to creating environments more suitable to the development of SDL even when the phenomenon occurs.

1.3 INTRODUCAION TO THEORETICAL FRAMEWORK OF THE STUDY

There are many lenses through which this type of study can be viewed. This study will be diving into how SDL is and has been defined by different SDL experts including. The anchoring definition of SDL used within this study was generated by Knowles in 1975. The defining of SDL has lead to the development of different models which are used to describe how SDL occurs and can be monitored or regulated. The SDL model which links to the purpose of this study in the Staged Self-Directed Learning Model (SSDL Model) developed by Grow in 1991. The stages of this model link SDL with the idea of SDL at intermediate phase level which is a focus point of research for this study. The learning theories of constructivism and social-constructivism give rise to learner-centred pedagogies such as the approaches of problem-based learning, inquiry-based learning and project-based learning that the researcher links to developing the skills and competencies needed to be self-directed. These definitions and theoretical concepts will be unpacked in Chapter 2.

1.4 RESEARCH METHODOLOGY

The methodology used to conduct this research was selected by the researcher due to its specific characteristics. The selected methodology works well to breakdown the research question, providing practical and useful findings. The research methodology will be elaborated on in Chapter 3 which will give precise details as to how the methodology was used in or relates to this study and why it was selected for this study. The table below provides a brief breakdown to serve as an introduction to the selected methodology.

Table 1-1: Research Methodology Breakdown

Section	Selected Methodology
Research Design	Mixed-methods research
Research Method / Approach	Exploratory Sequential Process Signature
Research Paradigm	Pragmatism
Sampling Methods	Qualitative phase: Purposive sampling (5 participants) Quantitative Phase: Snowball Sampling (27 participants)
Data Analysis	Qualitative Phase: Manual Thematic Coding Quantitative Phase: Statistical Analysis
Trustworthiness of the Study	Methodological Triangulation

1.5 RESEARCH QUESTIONS

The overarching research question of this study is as follows: What experiences do OOF intermediate phase educators have with SDL? This primary research question guides the study.

All secondary research questions derive from the primary question. The goals of the secondary questions are to provide a holistic answer to the primary research question by breaking it down into different aspects. The secondary research questions are as follows:

- 1.5.1 What type of teaching and learning strategies or methods do OOF intermediate phase educators use to deliver their subject content?
- 1.5.2 Are OOF intermediate phase educators aware of SDL?
- 1.5.3 Are the development of 21st century and SDL skills being considered by OOF intermediate phase educators?
- 1.5.4 Do OOF intermediate phase educators facilitate SDL in their classrooms?
- 1.5.5 If OOF intermediate phase educators experience challenges, do these challenges have an effect on the development of SDL skills in their learners?

The five secondary questions will be addressed during semi-structured interviews, which will be outlined in chapter 3. Each research question will be addressed in a corresponding section in the interview which will generate qualitative data.

In order to gather quantitative data, there is a final question which is viewed as a sub-question - this sub-question has the goal of collecting quantitative data to assist in answering the primary question in a more holistic manner. The sub-question is: Can the experiences the semi-structured interview participants have with SDL be generalised to a larger portion of the population? This form of mixed-methods data collection aids with triangulation of data which will contribute to the validity, reliability, credibility and confirmability of the results (Moon, 2019:103).

The sub-question will also be addressed in chapter 3, but the data will be gathered through web-based questionnaires and will be converted into numeric data, and the results will be statistically represented. The data gathered by both the secondary questions and the sub-question will work together to provide an encompassing answer to the primary question. These results will be provided, analysed and interpreted in chapter 4. The results from the data collected in the qualitative and quantitative phases will provide an encompassing answer to the primary research question and by answering this question more insight will be gained into the experience of the OOF phenomenon and SDL at intermediate phase level education. This brings focus to SDL within both an OOF context and an intermediate phase context.

1.6 RESEARCH OBJECTIVES

The primary objective of this study is to gain a greater understanding of how the OOF phenomenon affects the development of SDL skills in intermediate phase learners by identifying the different experiences OOF intermediate phase educators have with SDL.

The secondary objectives of the study are connected to each of the five secondary questions and the sub-question. These objectives are as follows:

- 1.6.1 To determine what type of teaching and learning strategies or methods OOF intermediate phase educators use to deliver their subject content
- 1.6.2 Gauge whether OOF intermediate phase educators are aware of SDL
- 1.6.3 To discern if the development of 21st century and SDL skills are being considered by OOF intermediate phase educators
- 1.6.4 Identify if OOF intermediate phase educators are facilitating SDL in their classrooms
- 1.6.5 Pinpoint if OOF intermediate phase educators experience any challenges, do these challenges affect the development of SDL skills in their learners

(Sub-question objective) Statistically represent if the experiences the semi-structured interview participants have with SDL can be generalised to a larger portion of the population, as well as provide methodological triangulation for the study

1.7 CLARIFICATION OF CONCEPTS

1.7.1 Basic Concepts

1.7.1.1 Intermediate Phase

The South African education system is divided into different bands. The Department of Basic Education is responsible for grades 000 to 9, which is referred to as General Education and Training (GET), while the Department of Higher Education and Training is responsible for grades 10 to 12 as well as post school education, training and adult education, which is referred to as Further Education and Training (FET). The GET band of education can be further divided into the foundation phase which consists of grades R to 3, intermediate phase which consists of grade 4 to 6 and senior phase, which consists of grade 7 to 9 (SADTU, 2019). As this study will take place in a South African context, when mentioning learners in the intermediate phase, this will refer to learners who are attending school in either grade 4, 5 or 6, and when mentioning educators in the intermediate phase this will refer to educators who teach any combination of grade 4, 5 and 6.

1.7.1.2 Out-of-Field

Educators fall into the OOF (out-of-field) phenomenon when they are made to teach outside of their field or phase of expertise (Hill & Dalton, 2013:403). Simply put, OOF phenomenon happens when an educator is made to teach a subject or grade in which they do not possess the adequate qualification or specialisation (Hobbs & Porsch, 2021:601).

1.7.1.3 Self-Directed Learning

Over several years the term self-directed learning (SDL) has been developed and shaped by many authors and researchers. There are different aspects of SDL that different scholars focus on which has shaped different lines of enquiry relating to SDL. Some of the different definitions and explanations of SDL will be explored in Chapter 2 but for the purposes of this study the underpinning definition of SDL will be that of Knowles. He describes self-directed learning as, "a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes" (Knowles, 1975:18).

1.7.2 Related Concepts

1.7.2.1 Facilitation

Facilitating learning and traditional teaching can be distinguished by the different roles the educator and learner play (Wise, 2017:1). In contrast to traditional teaching, facilitation engages the learner and places the responsibility for educational outcomes on the learner and focuses on the learner's contribution to the learning process (Wise, 2017:2). For this definition of facilitation of learning, it can be said that facilitation methods are learner-centred in nature.

1.7.2.2 Subject Content Knowledge and Pedagogical Content Knowledge

Mork *et al.* (2021:3021) refer to subject content knowledge as subject matter content knowledge. This includes an in-depth knowledge of a specific subject, understanding the nature of the subject and having up-to-date knowledge regarding facts and developments in the specific subject (Mork *et al.*, 2021:3022). Subject content knowledge is linked to what to teach. The term 'pedagogy' is synonymous with education and teaching practice. Zogla (2018:33) describes pedagogy as an interdisciplinary concept focusing on teachers' professional philosophy, academic discipline and practice. Welch and Napoleon (2015:585) state that pedagogy includes the following abilities: effective planning; extensive content knowledge; and teaching skills, which extend into professional teaching dispositions, such as a professional attitude, as well as verbal and non-verbal interactions with learners. Rollnick (2016:835) describes pedagogical content knowledge as being a combination of subject content knowledge and pedagogical knowledge. These two

components work together to bring about effective ways of teaching specific content in a subject area (Rollnick, 2016:868). Pedagogical content knowledge is linked to how to teach. Rollnick (2016:863) concluded that there is a significant link between pedagogical content knowledge and subject content knowledge, explaining that as an educators' subject content knowledge develops so does their pedagogical content knowledge.

1.8 CONTRIBUTION OF THIS STUDY TO SELF-DIRECTED LEARNING RESEARCH

As stated, there is little research into the out-of-field phenomenon in a South African context. There is a large amount of research connecting SDL and adult education, but there is not a lot of research connecting SDL and childhood formal education, although there is merit in doing so. These ideas are explored further in chapter 2. This study will not only contribute to the body of knowledge linked to both SDL and the out-of-field phenomenon, but will also bring these areas forward within a South African primary school context which is important for the development of our education system. The study contributes to the body of scientific knowledge not only in terms of SDL but also in terms of intermediate phase education, it takes existing knowledge and applies it to an area in which the lens of SDL is not usually focused.

1.9 STRUCTURE OF DISSERTATION

Chapter 1: Introduction and orientation to the study

Chapter 2: Literature review

Chapter 3: Research methodology

Chapter 4: Data representation, analysis and interpretation

Chapter 5: Conclusions and recommendations

1.10 CHAPTER SUMMARY

The main components of the problem identified are the out-of-field teaching phenomenon and the development of self-directed learning as a 21st century competency in intermediate phase learners. The primary research question derived from this problem is: What experiences do OOF intermediate phase educators have with SDL? The answering of this question will be achieved through mixed-methods research. Through this study more light will be shed on both of these components within a South African primary school context.

CHAPTER 2

2. INSIGHTS INTO SELF-DIRECTED LEARNING AND OUT-OF-FIELD TEACHING IN THE CONTEXT OF THIS STUDY

2.1 INTRODUCTION

The purpose of this study is to contribute to the literature regarding SDL and the OOF phenomenon within an intermediate phase context. This will be achieved by generating data to meet the objectives which in turn will provide answers to the secondary research questions thus answering the primary research question and the research fulfilling its purpose. As part of the process to achieve the study purpose various concepts and contexts need to be defined and literature and theories need to be explored. This chapter will provide a conceptualisation of both out-of-field (OOF) educators and self-directed learning (SDL) which will link to the purpose of this study. Further, this chapter will provide a glimpse into the ability of a person/learner to be self-directed through skills and competencies and will also break down relevant learning theories and instructional pedagogies for the fostering of self-directed learning in classrooms. Additionally, the chapter will provide literature-based links between intermediate phase learners and self-directed learning as well as between the out-of-field phenomenon and self-directed learning. As the chapter develops, each aspect will be analysed from relevant scholarly publications, which will, in turn, guide the research to a greater understanding of the perceptions of out-of-field intermediate phase educators with self-directed learning, which is also the primary research question of this study.

2.2 THE CONCEPTUALISATION AND CONTEXTUALISATION OF OUT-OF-FIELD EDUCATORS

Simply put, the out-of-field (OOF) phenomenon is when an educator is made to teach a subject or grade in which they do not possess the adequate qualification or specialisation (Hobbs & Porsch, 2021:601). This phenomenon occurs internationally and although it arises for different reasons, one of the common reasons for it coming about is because of systemic teacher shortages (Hobbs & Porsch, 2021:601).

A study which aimed to create a profile of primary school educators in China found that 57% of primary school mathematics educators and 68% of primary school art educators were teaching out-of-field (Huo *et al.*, 2021:19). This study conducted in China further noted that the possible effects of the out-of-field phenomenon could include damaging the quality of education, and an increase in burden and stress on educators who operate within the OOF phenomenon (Huo *et al.*

2021:19). Research conducted in Israel focused on the professional development of out-of-field primary and lower secondary school educators and states that the out-of-field phenomenon occurs at 60% in mathematics education and 40% in science education nationwide (Donitsa-Schmidt *et al.*, 2021:671). This Israeli study notes that the OOF phenomenon affects teaching standards, and the well-being and stress levels of educators (Donitsa-Schmidt, *et al.* 2021:66). In both cases, the authors attribute the occurrence of the OOF phenomenon to teacher shortages (Donitsa-Schmidt *et al.* 2021:672; Huo *et al.* 2021:19). Research conducted in Germany probed into the experiences of primary school educators teaching mathematics. This study concluded that although the interviewed educators had a positive experience teaching mathematics out-of-field, they did not have the in-depth experience with mathematics which they could call on to initiate in-depth understanding of the subject matter in their learners (Lagies, 2021:663).

In a study analysing the trends of the qualifications of South African mathematics educators from the TIMSS (Trends in International Mathematics and Science Study) years 2003, 2011 and 2015, it was found that over the years the prevalence of the OOF phenomenon has, in fact, decreased slightly in the field of mathematics education (Long & Wendt, 2019:351). But, it was also noted that in a South African context the distribution and practice of out-of-field teaching has only been investigated with a low number of small-scale qualitative studies (Long & Wendt, 2019: 345).

2.3 THE CONCEPTUALISATION AND CONTEXTUALISATION OF SELF-DIRECTED LEARNING

The concept of self-directed learning (SDL) wasn't always what it is known to be today. Guiter (2014) says that research into adult education has gained significant popularity since the mid-1900s, which has ultimately led to a more refined and well-rounded definition of SDL. In the 1960s a scholar, Cyril Houle, published a book called 'The Inquiring Mind'. Brockett & Donaghy (2005) note that although many researchers believe that Houle cannot be individually credited with coining the term self-directed learning, he played a vital role in legitimising SDL and helping it gain its foothold in research at the time. Loeng (2020:2) explains two ways in which Houle started paving the way for SDL as it is known. Houle defined adult learning as something that could happen alone, without an educational agent, and linked people who he categorised as learning-orientated to having the desire to want to know (Loeng, 2020:2). Brockett & Donaghy (2005) suggest that implying education can happen alone and that people can be driven by the want to learn, draws parallels to SDL. Further, Houle can be linked to the development of SDL scholarship as it is known, through his two doctoral graduates, Allen Tough and Malcolm Knowles (Loeng, 2020:2).

Taking inspiration from Houle, Allen Tough continued his research into adult education producing the noteworthy work published in 'The Adult Learning Projects: A Fresh Approach to Theory and Practice in Adult Learning' in 1971 (Loeng, 2020:2). In this publication, Tough dove into the realm of adult education. An important idea to cite in terms of SDL made by Tough is quoted as follows, "He (a person) often chooses his goals, direction, and behaviour; he is not always pushed and pulled by his environment and by unconscious inner forces" (Tough, 1971:46). In his work, Tough also refers to preparatory steps that adults work through in order to begin and complete a learning project. These steps are noted as follows: goal setting; assessing one's interests; finding resources and opportunities; and selecting the appropriate knowledge and skills (Tough, 1971:63). Another important element mentioned by Tough, is help - this help can be in the form of a person (helper), or additional resources and materials (Tough, 1971:69

The second of Houle's doctoral graduates, Malcolm S. Knowles, made his own strides in adult education and SDL. Knowles was dedicated to his work in adult education and focused heavily on the concept of andragogy, but his writings developed over the years following themes of self-directed learning, group learning and lifelong learning as a way to survive in an ever-changing world (Henry, 2011:2). In Knowles' publication 'Self-Directed Learning', he divided the book into three sections, the first being for the learner, the second for the teacher and the third about learning resources. Even though the separate sections give specific advice and procedures to teacher and learner respectively, Knowles mentions that self-directed learning does not occur in isolation but rather in association with others such as teachers and peers (Knowles, 1975:18). Knowles provides his famous broad definition of self-directed learning as, "a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes" (Knowles, 1975:18). Although at the time, according to Brookfield (1985:5), this definition was widely accepted, Knowles' work did not go uncriticized.

A few years after Knowles' 1975 publication, Huey Long suggested that Stephen Brookfield emerged as a new powerhouse authority on self-directed learning for that time (Long, 1990:331). In 1985, Stephen Brookfield published a paper titled 'Self-Directed Learning: A Critical Review of Research'. In this review, Brookfield criticized Knowles' 1975 definition of self-directed learning, suggesting that it is highly technical and mechanistic, and that it is dangerous to state that self-directed learning is based solely on the ability to regulate one's learning activities (Brookfield, 1985:10). In the closing remarks of this article, Brookfield states that the most complete version of SDL occurs when there is a marriage between the external technical skills of SDL, as

mentioned by Knowles in his original definition, and internal critical self-reflection (Brookfield, 1985:10).

In the early 2000s Donald Roberson wrote a review article titled 'Self-Directed Learning – Past and Present'. In his writing he referred to the work produced by Philip Candy as a connecting bridge between the excessive amount of information produced in the 80s and the need for direction into the future of SDL (Roberson, 2005:5). Candy's definition of SDL is divided into two interacting dimensions (Loeng, 2020:3). The one dimension refers to control within an instructional setting, while the other dimension refers to the learners' control of learning outside the formal instructional setting (Loeng, 2020:3). Other authors of the 90s who shared a multidimensional way of defining SDL are Ralph Brockett and Roger Hiemstra (Loeng, 2020:3). According to the pair, self-directed learning can be viewed as an umbrella concept encompassing different dimensions of the term (Brockett & Hiemstra, 1991:24). The first dimension - self-directed learning - refers to the processes and methodology used by the learner to assume primary responsibility for their learning, linking to definitions such as the one offered by Knowles in 1975 (Brockett & Hiemstra, 1991:28). The second dimension - learner self-direction - refers to the personality aspect where a learner has an internal desire to assume responsibility for their learning (Brockett & Hiemstra, 1991:29).

Another major contributor to the SDL field of study over the years is Lucy M. Guglielmino, who has produced some of the most influential research in the field, including the Self-Directed Learning Readiness Scale (SDLRS), which was introduced in her PhD thesis in 1977 (Loeng, 2020:6). In a paper co-authored by Guglielmino in 2015, she combines various elements of the definition of a self-directed learner from other scholars from between the late 90s into the 2000s, and ends up defining SDL as follows: when a learner actively participates in the learning process through goal setting, choosing and modifying learning strategies as needed, actively constructing new knowledge, self-monitoring throughout the learning process, reflecting on the learning process and self-adjusting accordingly, and taking responsibility for the consequences linked to their choices (Golightly & Guglielmino, 2015:63).

Through the years, many scholars and academics have defined and explained SDL through various models, with an obvious difference being between the practical process skills and the psychological change within the learner in terms of SDL (Jacobson *et al.*, 2021:81). In 2019 Johannes L. Van der Walt wrote an article in which he researched the term 'self-directed learning'. In his concluding remarks he stated that a researcher could direct their studies from one of two places: either from continuing the confusions regarding SDL with the researchers' own unique definition of SDL, or continuing the dynamic work set up by Knowles and colleagues where

learners and teachers are responsible and intrinsically involved agents of learning (Van der Walt, 2019:16). This study intends to direct itself from the latter where the dynamic work of Knowles and his 1975 definition of SDL is followed, and focus is placed on the SDL skills rather than on the psychological or personality changes mentioned by Brookfield (1985) and Brockett and Hiemstra (1991). The specific SDL skills and competencies which are of interest to this study will be outlined later.

2.4 EMPIRICAL STUDIES ON OUT-OF-FIELD PRIMARY SCHOOL EDUCATORS FOSTERING SELF-DIRECTED LEARNING

There is a definite gap in literature concerning the study of SDL in primary schools and the SDL skills of primary school learners (Gündüz & Selvi, 2016:2327). The majority of research concerning SDL, the development of SDL skills and SDL models are more suitable for adult education, and the small-scale experimental studies aimed at the development of SDL skills in primary schools is considered to be insufficient (Küçüker & Selvi, 2016:171). Research linking SDL and childhood education rarely occurs and there is little recent empirical research in this area of study, despite the fact that SDL is an important competency in preparing children for the demands of the world (Morris & Rohs, 2021:11). It has also been noted that there is no correlation between age and self-directed learning readiness, but rather age is correlated with the level at which a learner can be self-directed in their learning (Heo & Han, 2018:68). Due to the fact that there is so little research regarding SDL in primary schools and SDL skills development in primary schools, it is difficult to accurately identify the capacity of primary school educators to foster the development of SDL at this level. Linking out-of-field primary school educators and SDL has not been widely investigated and this is done by the researcher based on literature review on each of the separate variables (SDL and OOF educators) rather than from findings from previous empirical studies which have already linked the two.

2.5 THEORETICAL FRAMEWORK

2.5.1 SELF-DIRECTED LEARNING MODELS

Bosch *et al.* (2019:6) suggest that many researchers have developed various models to promote the key elements of SDL in educational environments. Some of the more prominent models include: Long's SDL instructional model from 1989; Candy's SDL model from 1991; Brockett and Hiemstra's personal responsibility orientation model from 1991; Garrison's model from 1997 and Oswalt's model from 2003), with each model referring to slightly different key elements and combinations of elements which could be considered when thinking about the development of SDL. Uys (2021:50) conducted a systematic search and identified fourteen different SDL models developed by different scholars.

The model which is most applicable to this study is Gerald Grow's 1991 staged self-directed learning (SSDL) model because it represents SDL as a staged process where educators empower their learners to move from a point of being dependent learners to independent learners who are self-directed in their learning (Uys, 2021:52). This model suits this study because during its conception Grow holds two assumptions that link with ideas being explored in this study as well as the studies underpinning philosophical and epistemological worldviews. The first assumption being that the aim of the formal educational process, which starts from pre-primary and primary level, is to develop learners that will be self-directed life-long learners (Grow, 1991:127). The second assumption being that self-directed learning can be taught and learned (Grow, 1991:127). The SSDL model consists of four distinct stages, which are each defined by the learners' individual stage of self-direction as well as the educators' role during that stage in order to prepare learners for the next stage (Grow, 1991:129). Each stage and role of the educator and learner in the SSDL model is outlined in table 2-1 below.

Table 2-1: Key aspects of the staged self-directed learning model adapted from Grow (1991:129)

SDL Stage	SDL Stage of Learner	Role of Educator	Teaching Methods/ Learning Activities
Stage 1	• Learners low in SDL • Dependent learners	• Coach • Provide insight • Stay solely subject matter focused	• Direct instruction • Set boundaries and standards • Lecturing • Drill work • Specific exercises
Stage 2	• Learners moderate in SDL • Interested learners	• Motivate • Highly supportive • Start training learners in SDL skills such as goal setting, time management and communication	• Less directive teaching methods • Educator led discussions • Demonstrations followed by guided practice • Projects with set outcomes • Interactive activities
Stage 3	• Learners intermediate in SDL	• Facilitator • Collaborator • Support and empower learners	• Guide • Educator negotiates goals • Carefully designed open-ended projects

SDL Stage	SDL Stage of Learner	Role of Educator	Teaching Methods/ Learning Activities
	Involved learners		
Stage 4	- Learners high in SDL - Fully self-directed learners	- Cultivate a learner's ability to learn - Delegate - Consultant - Mentor	- Engaging in learner lead discussion or consultation - Research - Internships - Developing of own projects

Hall (2014:336) suggests that a criticism of the SSDL model could be that as the model suggests the learners move from stage to stage, at what point should a learner be viewed as ready to progress to the next level and who makes that decision - the instructor or the learner themselves? Another criticism pointed out by Hall (2014:336) is that if a learner is placed in the incorrect stage of the SSDL model, the educator could use the wrong teaching methods or activities required to develop the level of SDL skills of which the learner is capable.

These types of criticisms can be overcome by making use of various tools to determine into which stage a learner falls. Tools such as Guglielmino's self-directed learning readiness (SDLR) scale, which is used to measure the level of SDL readiness for college students and adults in the workplace, could be used (Heo & Han, 2018:64). Although Gündüz & Selvi (2016:2327) state that even adapted versions of the SDLR scale developed by Guglielmino are not sufficient in determining the SDL skills of primary school learners and therefore they have developed their own tool: self-directed learning preparation skills scale (SDLPSS) for primary school learners. The tool aims to bring about the effective realisation of the learning-teaching process, and assists educators in identifying which SDL skills their learners have, and which skills need to be developed through their teaching methods and learner activities (Gündüz & Selvi, 2016:2336). Tools such as the SDLPSS could play a vital role in eliminating the criticisms mentioned by Hall, and help educators both in and out-of-field to use models such as the SSDL model to foster and develop SDL skills in their primary school learners.

2.5.2 THE ABILITY TO BE SELF-DIRECTED THROUGH SKILLS AND COMPETENCIES

Knowles always credited survival as a long-term issue. Throughout his writing, he makes reference to the theme in different contexts, for example: survival of civilisation; survival of higher adult education; organisational survival; and the survival of the human race as the individual (Henry, 2011:110). This theme of survival has been evident throughout the development of the

complex concept of SDL. Each industrial revolution can be categorised as periods of technological change that is connected to broader social transformation (Philbeck & Davis, 2019:19). Knowles published 'Self-Directed Learning' in 1975. This time period marks the beginning of the third industrial revolution, characterised by major booms in technological advancements, including a major increase in computation power and the space race (Philbeck & Davis, 2019:20). In this book, Knowles provides reasons as to why he recommends SDL (Knowles, 1975:16). His overall reason is the survival of the individual and the human race. He breaks this down by stating that information quickly becomes redundant, and a person will have to continuously learn in order to keep up with the demands of a rapidly changing world (Knowles, 1975:16). Therefore, in order to survive the third industrial revolution and social change of the time, Knowles suggests SDL as a survival tool.

Adhikari (2020:42) notes that one of the outstanding characteristics of the fourth industrial revolution is the rapid speed at which new technologies are developed and spread globally. Gerencer (2021) explains that skills can be divided into two categories - hard skills and soft skills. Hard skills are described as technical abilities needed to perform a particular job, whereas soft skills are described as non-technical traits that can be applied in any job (Gerencer, 2021). Although Adhikari (2020:49) says that hard skills such as those found within the Science, Technology, Engineering and Mathematics (STEM) fields carry high value in the fourth industrial revolution, he suggests that soft skills such as creativity, collaboration, complex problem solving, critical thinking and emotional intelligence will be needed to take advantage of the fourth revolution.

The fourth industrial revolution has moved from a steam powered revolution to the technology, artificial intelligence and big data-driven revolution of the 21st century (Philbeck & Davis, 2019:20). What will the survival response be for the 21st century? The answer is seemingly still SDL. Du Toit-Brits *et al.* (2021:12) recommend that the acquisition of SDL skills will help learners meet the demands of swift globalisation and the transformation of the 21st century. According to McNeill (2022), there is a distinct difference between a skill and a competency. A skill is a learned ability (hard skills and soft skills) while a competency is the combination of skill, knowledge and behaviour, and the ability to regulate, adapt and change these elements depending on the context (McNeill, 2022). Avilar (2020) gives examples to show the differences between skills and competencies, where it can be seen how a skill can eventually become a competency.

One example demonstrates that the soft skills of active listening and oral communication could eventually become the competency of conflict management - you need to possess the soft skills before you can be expected to manage conflict (Avilar, 2020). Another example determines that

the soft skills of self-reflection and self-evaluation/assessment could eventually become the competency of metacognition - the skills that need to be mastered before the competency arises (Avilar, 2020). An additional example shows that data handling, resource selection and collaboration could lead to the competency of innovation - the combination of these hard and soft skills are needed for innovation to transpire (Avilar, 2020).

Keeping these examples in mind and referring to the section on conceptualisation of self-directed learning, SDL can be viewed in terms of SDL skills or psychological changes within a person's behaviours and thinking (Jacobson *et al.*, 2021:81). Therefore, in the scope of this study, SDL will be divided into SDL skills; hard and soft skills which can be taught and learned, and SDL competencies which can't necessarily be taught, but rather developed within the individual over time.

Keeping in line with the work of Knowles and his colleagues, some of the SDL skills they identified include: identifying learning needs; identifying and selecting appropriate resources; choosing strategies; and evaluating outcomes (Knowles, 1975:18), which could further be identified as hard technical skills. Guglielmino (1977:73) also identified some SDL skills: using basic study skills; setting goals; and making learning plans, which could also be identified as hard technical skills. Robinson & Persky (2020:295) suggest that the skills mentioned above are all directly linked to the process of being self-directed, while skills such as problem-solving, critical thinking, communication, collaboration, time management and environment management are needed to develop the skills used in the process of being self-directed. These skills could be identified as soft non-technical skills, while SDL competencies identified by Guglielmino (1977:73) would be those linked to the combination of behaviour, internal change and skills, and include initiative, independence and persistence, which could be noted as being separate from the hard and soft SDL skills.

Figure 2-1 provides a visual for a suggested perspective of the distinction between SDL skills and competencies. The diagram shows that although the skills and competencies can be viewed as individual aspects, in order to be a fully self-directed individual, as suggested by Brookfield (1985:15), skills and competencies both need to be present in an individual. Similarly, the diagram also indicates how the SDL skills identified can be further divided into hard skills (technical skills) and soft skills (non-technical skills).

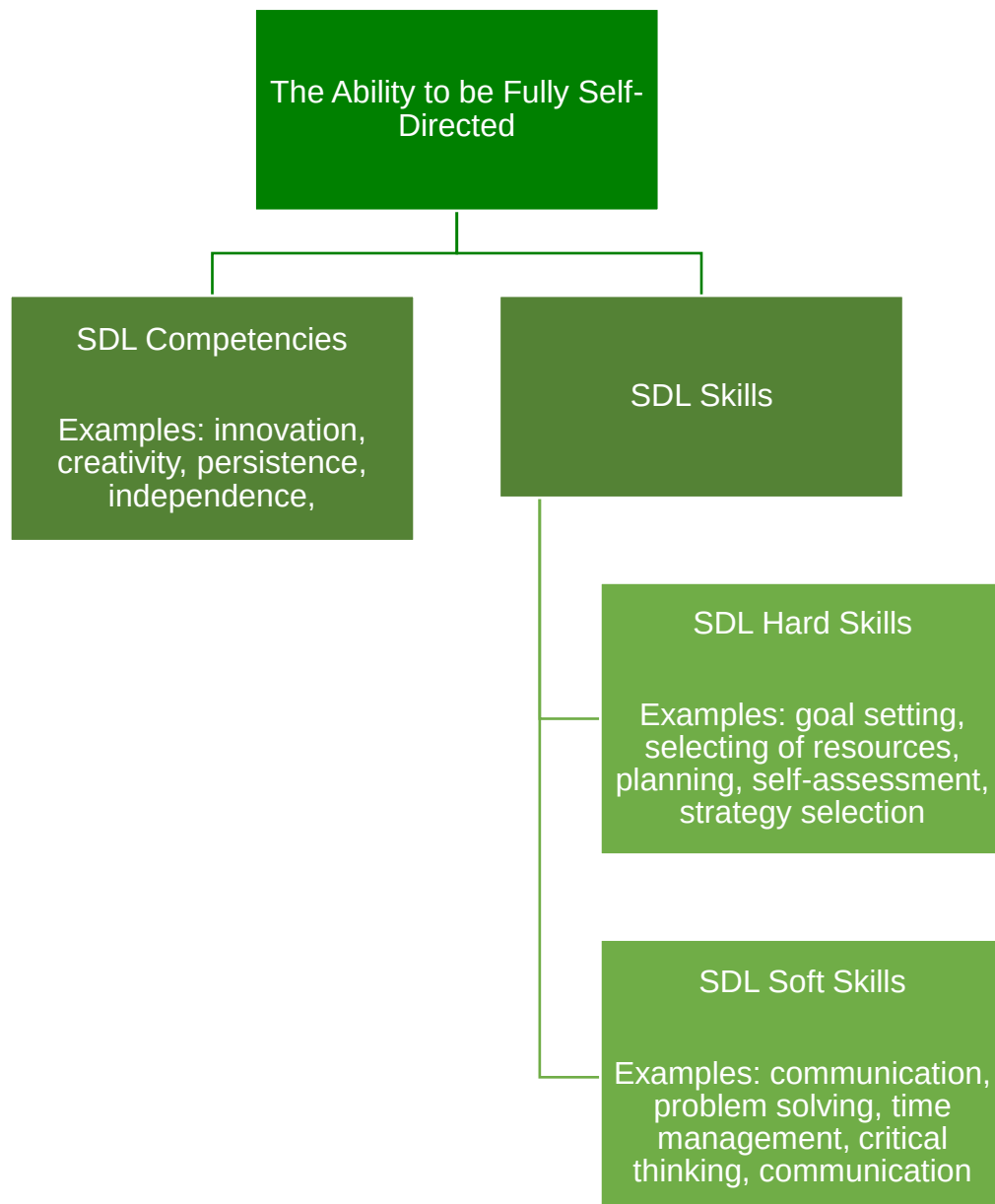


Figure 2-1: Distinction of SDL Skills and Competencies

As pointed out by Garrison (1997), SDL is a complex concept that comprises different dimensions. It is important to note that Figure 2-1 only represents one dimension of SDL as part of a whole.

2.5.3 SELF-DIRECTED LEARNING AND ITS ALLIED LEARNING THEORIES

The history of the human race testifies that great educators were often great philosophers and that their philosophical worldviews were often reflected in their educational practices (Bhatt, 2018:13). Although not all present-day educators actively attempt to formulate their philosophy of life, education is linked to life and therefore linked to philosophy, and it would be unfortunate to not acknowledge their intertwining (Bhatt, 2018:13). Morris (2019:337) explains that there are three foundational underpinnings of SDL: the first two being philosophical and the third being

epistemological. Each of the three foundational underpinnings will be discussed separately, starting with the two philosophical foundations, namely humanism and pragmatism, followed by the epistemological foundation, constructivism.

The first philosophical underpinning of SDL – humanism - will depart from the philosophical ideas of Paulo Freire, who fought for liberation through education, criticised traditional education practice and penned famous works such as ‘Education as the Practice of Freedom’ in 1967 and ‘Pedagogy of the Oppressed’ in 1970 (Mahur *et al.*, 2019:874). The psychological view of humanism can be described as the mental capabilities that make humans unique such as: self-awareness; planning; decision making and responsibility; coupled with a natural drive to grow and reach our individual potential (Firdaus & Mariyat, 2017:31). The point of humanism through Freire’s eyes was to use education as a tool to liberate people to allow them to become independent or, more of themselves - to become more human (Mahur *et al.*, 2019:875). Firdaus and Mariyat (2017:33) suggest that Freire saw the reason for the liberation of education as having both the teacher and the learner involved in the learning process, engaging with each other and the environment. Morris (2019:339) suggests that the link between humanism and SDL is that they share the assumptions that learning is for personal growth and the onus of learning is on the individual themselves.

The second philosophical underpinning of SDL – pragmatism - will depart from the philosophical views of John Dewey, who advocated for progressive education with practical applications (Hopkins, 2017:61). Dewey shared similar thoughts to those of Freire in terms of liberation of education, except that Dewey spoke of democracy and his dislike of a totalitarian regime as it oppressed a person’s intellectual freedom (Hopkins, 2017:62). At the core of pragmatism is human individuality, and therefore integrating practical application and personal experience does good for the individual (Dubniak, 2021:16). Linking with the theme of human individuality and liberation, pragmatists believe that life is dynamic and changing, and therefore education should be too (Rai & Lama 2020:1844). A key belief held by pragmatism in terms of education is that people should not have to work towards predetermined goals, but rather decide their own goals in accordance with their interests and abilities, therefore serving the needs of the individual (Rai & Lama, 2020:1845). The link between pragmatism and SDL is that the individual is in control of their learning process (Morris, 2019:341).

The epistemological underpinning of SDL – constructivism - departs from the ideas of Jean Piaget. Piaget believed that children develop cognitively through interactions with their environment and construct knowledge through these interactions, which is an active process (Joubert & Harrison, 2021:1003). Piaget also suggested that the construction of knowledge

occurs in an interdependent process of assimilating new knowledge and skills by accommodating existing knowledge and skills until equilibration of knowledge is achieved, which in turn starts the process again (Joubert & Harrison, 2021:1003). This process of constructing knowledge takes place through discovery, hands-on experience, and each learner being an active participant in their construction of knowledge (Shah, 2020:54). This links to the line of thought expressed by pragmatism that education should have practical real-life applications and be individual (Hopkins, 2017:61).

Another viewpoint of constructivism comes from Lev Vygotsky. In contrast to Piaget who viewed the child as mostly an isolated learner whose cognitive development was more influenced by their stage of development, Vygotsky recognised that children are not isolated, but also learn from their social interactions, bringing about social constructivism (Shah, 2020:54). Vygotsky is credited with developing the concept of the Zone of Proximal Development (ZPD), which is linked to what a learner can do on their own, and what they can do with assistance from someone like a teacher or peer (Shah, 2020:54). Here similarities to Grow's SSDL model can be seen: ZPD shows a progression of what a learner can do with assistance, which could be linked with the stages of SSDL where learners are more dependent on an educator to what a learner can do alone, which could be linked to the stages of SSDL where learners are more self-directed. The constructivist and social constructivist epistemologies link with the philosophies of humanism and pragmatism as they propose a method of how to move away from the *oppressive* traditional instructional design to a more learner-centred design that allows for the construction of knowledge (Wanniarachchi, 2016). The link between constructivism and social constructivism to SDL according to Morris (2019: 342) is the nature in which knowledge is constructed by the individual in partnership with an educator or peer in order to solve problems.

2.5.4 INSTRUCTIONAL PEDAGOGIES FOR FOSTERING SELF-DIRECTED LEARNING SKILLS IN THE CLASSROOM

The link between constructivism, social constructivism and self-directed learning was previously made. This study is focusing on the hard and soft SDL skills that can develop into SDL competencies and along with other dimensions will develop learners into self-directed life-long learners. Some of the hard SDL skills already identified include: identifying learning needs; identifying and selecting appropriate resources; choosing strategies and evaluating outcomes; using basic study skills; time management; environment management; setting goals; and making learning plans. While the soft SDL skills already identified include: problem-solving; critical thinking; communication; and collaboration.

From a constructivist standpoint these mentioned skills need to be actively constructed by the learner and not passively received by the learner (Fernando & Marikar, 2017:110). In order to achieve this through instruction, Moate and Cox (2015:379) suggest that making use of learner-centred pedagogy which will bring the learner into the centre of the learning experience - not removing the educator, but rather having them in a peripheral position. This thinking is echoed in the pragmatic views of Dewey that learning should be a hands-on occurrence experienced by the learner themselves (Hopkins, 2017:61). This idea of having the learner at the centre of the learning experience, and the educator as a facilitator and resource to the learner was similarly expressed by Knowles as a role of the educator in SDL (Knowles, 1975:45).

From this perspective the teaching-learning encounter should encourage involvements which make it necessary for learners to become actively involved in the learning experience through problem-based learning, inquiry-based activities, dialogues, presentations, and experimentation (Shah, 2016:6). Other such teaching methods include: discussion; brainstorming; case study and debate (Fernando & Marikar, 2017:112). Zulu *et al.* (2018:865) also include pedagogies such as project-based learning, discovery learning and action learning. According to Shah (2019:5) when students engage in the types of learning experiences mentioned above, they are able to construct knowledge based on their own individual experience and build on prior knowledge within their social and cultural context which is in line with Piaget, Vygotsky and Freire's theories and philosophies.

Moate and Cox (2015:382) claim that educators who engage in learner-centred instructional pedagogies encourage self-reflection (within themselves and their learners), students taking responsibility for their learning and supportive relationships within the learning environment. These types of constructivist and social-constructivist instructional pedagogies encourage collaboration, which helps to develop learners' problem-solving, critical thinking and communication skills (Moate & Cox, 2015:383). These skills that Moate and Cox (2015:383) claim to be developed when learners have the opportunity to participate in these instructional pedagogies, are the same skills previously identified as the hard and soft skills of SDL. Therefore, the constructivist and social constructivist instructional pedagogies can be associated with fostering the SDL skills learners need to become self-directed.

2.5.5 A BRIEF OVERVIEW OF SPECIFIC CONSTRUCTIVIST AND SOCIAL CONSTRUCTIVIST INSTRUCTIONAL PEDAGOGIES

The problem-based learning (PBL) pedagogy will be overviewed first. PBL is a social constructivist method of instruction with hallmarks of facilitation of learning, learner-centredness and SDL (Hassen, 2020:186). Hassen (2020:186) notes an important element of PBL is small

group discussions that facilitate collaboration, which has been identified as an SDL soft skill. With this method, learners construct knowledge through facilitated problem-solving, and the role of the educator is to plan the activities, and guide or support the learners through their problem-solving (Reddy, 2018:45). PBL requires learners to call on their own experiences and prior knowledge to collaborate with others to find appropriate solutions to real-world problems, all while making use of SDL skills such as critical thinking, resource identification, time management, discussion and collaboration (Reddy, 2018:45).

The second overview will be of inquiry-based learning (IBL) pedagogy. IBL is a social constructivist method of instruction that shares characteristics with PBL - they both aim to solve problems through critical thinking and collaboration with others (Botha, 2018:2). IBL is focused around the converting of information or data into useful knowledge and this is achieved through effective development and answering of questions and in this sense is viewed as research-like (Nthonto, 2018:31). The path followed to construction of knowledge is not necessarily straightforward and requires the learners to reflect, self-evaluate and make use of metacognitive processes, which are skills and competencies linked to SDL (Botha, 2018:4).

The final overview will be of project-based learning pedagogy. Project-based learning provides opportunities for learners to acquire knowledge and skills through active exploration of real-world challenges found in their own environments (Maluleka, 2020:490). With project-based learning, learners are given the opportunity to investigate, plan activities, design solutions, select resources and create products as creative ways to solve problems in their environment (Maluleka, 2020:490). Learners are actively involved in the learning process and are guided by an educator, and in cases of group projects, their peers, allowing learners to activate SDL skills such as problem-solving, critical thinking, reflection, metacognition, communication, collaboration and real-life application (Maluleka, 2020:490).

2.5.6 INTERMEDIATE PHASE LEARNERS AND SELF-DIRECTED LEARNING

Schweder and Raufelder (2019:75) state that while many contributions have been made to the conceptualisation of SDL in adult education, less is known about SDL in adolescents due to little research done in this area. This is despite the fact that there is advocacy for the fostering of SDL in children throughout formal education (Morris & Rohs, 2021:2). Reasons for this advocacy include that learners should enter adulthood (higher education or employment) with SDL skills and competencies, and that learners could make use of their SDL abilities throughout their lives (Morris & Rohs, 2021:2).

According to Gündüz & Selvi (2016:2327), experts suggest that SDL skills should be acquired at a younger rather than an older age, but the studies conducted on primary school learners do not

focus on the development of these skills in the primary school learner. Knowles also suggested that people can become more self-directed as they mature, moving from total dependency during infancy to rapid increases in self-directedness throughout adolescence (Knowles, 1973:43). This type of progression from dependent to self-directed is noted by Grow and expressed as the movement through various stages of his SSDL model (Grow, 1991:142).

An interesting point made by Loeng (2020:2) is that self-directed learning is not limited by the opportunities people have to be self-directed, but rather by their self-directing abilities. Therefore, it would be unreasonable to expect a child to display the full adult form of SDL where the technical (skills) dimension is fused with the internal and reflective dimension (competencies) suggested by Brookfield (1985:15), but rather those abilities and skills within their developmental level. When considering how, and if, developing SDL skills in intermediate phase learners is viable, we turn once again to the epistemological foundations laid by Piaget and Vygotsky.

Piaget conceptualised the stages of cognitive development theory (Babakr *et al.*, 2019:518). Piaget (1952:19) suggests that mental development progresses in stages: sensorimotor; preoperational; concrete operations; and formal operations stages, and as children move through these stages their cognitive ability changes (Babakr *et al.*, 2019:518). As a child matures and progresses through these stages of development, they increase the number and complexity of their schemata which are seen as the way a person organises their knowledge as skills (McLeod, 2020). Piaget suggested that this progression through the developmental stages was considered to be an adaptation to the world and was accomplished through assimilation, accommodation and equilibration (McLeod, 2020). Assimilation is the cognitive process where a person tries to fit new knowledge in with pre-existing knowledge; accommodation is the cognitive process where a person changes existing schemata to incorporate new knowledge; and equilibration occurs when a person's schemata can now accept new knowledge easily, which will eventually lead to a place of disequilibrium which will in turn lead back to assimilation (McLeod, 2020). It could therefore be considered that children are capable of learning SDL skills using the assimilation, accommodation and equilibration cycle in line with their developmental stage. Babakr *et al.* (2019:521) state that Piaget did not consider social interaction as highly influential on the learning process while Lev Vygotsky did, and this is of importance because many SDL skills such as collaboration include being able to learn from others.

In 1978 Vygotsky presents the theory of the Zone of Proximal Development (ZPD) which describes two developmental levels (Vygotsky, 1978:85). The first is the actual developmental level which is determined by what a child can accomplish on their own without any guidance or assistance (Vygotsky, 1978:85). The second is the level of potential development which is

determined by what a child can accomplish with assistance or guidance of a peer or educator (Vygotsky, 1978:86). The distance between what the child can accomplish on their own (actual developmental level) and what the child can achieve with assistance (potential developmental level) is what Vygotsky coined the zone of proximal development (Vygotsky, 1978:86). The idea is that as a child develops, what the child can do with assistance will eventually become what the child can do on their own, and this development happens through hands-on experiences within a social and cultural environment (Vygotsky, 1978:86). In a study completed by Zulu *et al.* (2018:876) they found that when learners are given tasks within their ZPD, they are more likely to engage in and persist with SDL practices. Therefore, it might not be reasonable to expect intermediate phase learners to achieve full self-directedness, but it is possible to start fostering SDL skills through learning theories such as Piaget's cognitive development theory and Vygotsky's zone of proximal development, accompanied by the instructional pedagogies already mentioned, and the consultation of SDL models such as Grow's SSDL model.

It is important to note that when considering and implementing constructivist pedagogies Shah (2019:7) cautions educators to not view them as methods where the educator intervenes as little as possible, but rather balance them with teacher-directed instructional pedagogy. Although it has been said that constructivist instructional pedagogy encourages the development of SDL skills, Tiilikainen *et al.* (2019:53) suggest that educators use a fusion of both teacher-centred and learner-centred pedagogies as they are mutually connected. Within the SSDL model Grow (1991:145) mentions that 'looping' may be necessary. This is when an educator moves backwards or forwards through the stages using the appropriate teaching methods to effectively assist learners because the development of SDL is not linear. This view links with the idea of ZPD, that you cannot just leave learners to their own devices and expect them to learn - they need facilitators that are experts to guide them through the learning process (Shah, 2019:5). Morris and Rohs (2021:11) concluded that research on SDL in childhood is scarce, which creates a vital space where research needs to be conducted given the importance of fostering SDL in children so that they can be prepared to enter adulthood with this essential competence.

2.11 LINKING THE OUT-OF-FIELD PHENOMENON TO SELF-DIRECTED LEARNING

Du Plessis (2017:11) provides a concise explanation of who or what out-of-field (OOF) educators are as educators who teach subjects or year levels outside of their qualification or expertise. It has been noted that educators who operate in the OOF phenomenon lack in subject content knowledge and pedagogical content knowledge, which can affect their ability to adjust teaching practices to accommodate learners' individual learning needs (Du Plessis & McDonagh, 2021:4). Expecting OOF educators who lack in subject content knowledge and pedagogical content knowledge to facilitate constructive and social constructivist instructional pedagogies leads to the

misconception that educators do not need to be experts in a particular area because the onus is on the learner (Shah, 2019:7). Shah (2019:7) explains that an educator in a constructivist classroom needs to have deep understanding of the subject and different ways to facilitate the discovery of the subjects' principles which is highly demanding on the educator.

As noted in previous sections, constructivist and social constructivist classrooms are ideal for fostering SDL skills. Du Plessis (2017:11) acknowledges that educators can develop expertise in a subject they were not originally trained in or qualified to teach, but this can take several years. Unfortunately, in many instances educators are required to move regularly between subject and grade level which does not offer them sufficient time to become experts through deep reflective learning, instead they learn enough to survive day-to-day (Hobbs & Porsch, 2021:607).

Hobbs and Quinn (2021:621) suggest that OOF teaching is a unique experience linked to context and the educator themselves, but the OOF phenomenon occurs worldwide. South Africa is not immune to the occurrence of this phenomenon. In a report issued by the Centre for Development and Enterprise in 2015 (CDE, 2015:21) the demand for educators is numerically met by the supply of educators being produced, but with closer analysis of the specific phase level and subject demands there are shortages in the educator supply of each. This means that although there are enough educators to fill the needs of the education sector, the educators will be required to teach out-of-field of specialisation, as their specialisation does not meet the subject or phase demands. The CDE reports that there is an oversupply of educators in some subjects while there is a shortage in others. For example, at the time of publication, the demand-supply ratio for mathematics educators in the intermediate phase was 2:1. This would mean in order to match demand, an educator who was not specialised in mathematics would have to fill the gap.

Du Plessis (2020:14) found that due to complex supply and demand issues, and other contextual factors, principals and employers tend to opt for the short-term solution to their problem - hiring educators to out-of-field positions just to have an educator in the classroom. Long and Wendt (2019:344) state that in South Africa, due to educator shortages, various characteristics and contexts of school, and the school's relatively high autonomy in appointing educators, it is likely that educators will be appointed in positions that do not match their qualifications or specialisations. Furthermore, Du Plessis (2020:105) describes a discussion with a South African school leader responsible for staffing, where the leader suggested that teaching out-of-field is considered more of an issue from grade 10 onwards. There seems to be discrepancy in the way primary and intermediate phase OOF educators are cared for and supported (Du Plessis, 2020:105). Overlooking the OOF primary, intermediate and senior phase educators due to an inaccurate assumption that their abilities are generalisable leads to concerns regarding learners'

development of knowledge, skills and the steadfastness of the foundations of concepts (Du Plessis, 2020:105). A small-scale study conducted with OOF Social Science educators in Kwa-Zulu Natal, South Africa, concluded that OOF educators do lack in subject content knowledge and pedagogical content knowledge as well as not knowing which learner resources are valuable or needed, and not knowing how to accurately use subject related resources such as maps (Seshea, 2017:77).

Luft *et al.* (2020:722) express the notion that the lack of understanding of the OOF phenomenon is due to the little research into it, it is often left unreported and undiscussed, leaving the public with the idea that educators are appropriately appointed and capable of effectively supporting learners. According to the levels of development in ZPD previously discussed, we can assume that educators who operate within the OOF phenomenon fall into the potential development level. They have some pedagogical skills which can potentially be used in their OOF subject, but they cannot do it alone and might still need assistance. Due to this Seshea (2017:79) notes that the OOF educators in their study participated in both formal and informal learning activities to try and prepare as much as they could to deliver their OOF subject. This is a good example of these educators being self-directed in their learning by identifying their learning needs and planning the learning process, but if these educators are still in the process of becoming experts themselves, how can they effectively assist their learners not only with constructing their own knowledge within the subject matter, but simultaneously develop their SDL skills? Do these educators even have the ability, time or know-how to incorporate instructional pedagogies designed to develop SDL skills? Do these educators consider the development of SDL skills important while they are still trying to master the subject content and pedagogical skills themselves? All these questions bring us to the primary research question of this study - what are the experiences of out-of-field intermediate phase educators with self-directed learning?

2.12 CHAPTER SUMMARY

The concept of self-directed learning has evolved through the decades leading us to many complex definitions found today. Authors such as Cyril Houle, Allen Tough and Malcolm Knowles focused more on the process of SDL, while later on in the 90s and early 2000s authors such as Stephen Brookfield, Phillip Candy, Ralph Brockett and Roger Hiemstra included personality, characteristic traits and an internal mind shift that is needed to be fully self-directed. This particular study will be departing from Knowles' more process-orientated definition as it will be focusing on the hard and soft skills of SDL, and how, or if, they are being fostered in the intermediate OOF classroom. Gerald Grow's staged self-directed learning model has been identified as the most appropriate SDL model to accompany this study as it links with the definition of SDL provided by Knowles, as well as the studies' philosophical and epistemological worldviews. The OOF

phenomenon is considered a global issue as it has been documented worldwide. When educators operate within this phenomenon, they lack in pedagogical content knowledge and subject content knowledge. This can make it difficult for the educators to implement constructivist and social constructivist instructional pedagogies which have been identified as ideal for fostering the development of SDL skills.

CHAPTER 3

3. RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter provides detailed insight into the research design and procedures used in this study. This study uses a mixed method approach methodology adopting an exploratory sequential design, starting with the qualitative phase, and moving into a quantitative phase. The study is underpinned by the pragmatic research paradigm and makes use of various sampling methods and data collection tools for the qualitative and quantitative phases to achieve methodological triangulation, namely: purposive sampling and semi-structured interviews during the qualitative phase; and snowball sampling and web-based questionnaires during the quantitative phase. Further, this chapter also outlines the ethical considerations and protocols undertaken during this study.

3.2 RESEARCH RATIONALE

The bulk of the research conducted on SDL is focused on adult education. From personal experience working within an intermediate phase context and operating within the OOF phenomenon the researcher noticed a gap in literature and focus that needed to be filled. Once the primary research question was developed the research methodology started to take shape. Within the literature available on the OOF phenomenon the researcher noticed the trend that a lot of the data were statistics driven and based on numbers and percentages of the prevalence of the phenomenon. Very few studies that the researcher found were based on the day-to-day experiences of these educators and even less on how OOF educators experienced SDL. For this reason, in order to meet the purpose of the study through its objectives the researcher selected research methodology that included connecting with participants face to face and collecting personalised data driven by their lived experiences and feelings. By using this mixed-methods research the primary research question would be best addressed.

3.3 RESEARCH DESIGN AND METHODOLOGY: MIXED METHODS

This study used an exploratory sequential mixed-method research design. Ivankova *et al.* (2017:312) explain mixed method research as combining qualitative (subjective) and quantitative (objective) strategies to collect both numeric and text data. Shah *et al.* (2018:96) suggest that both research designs make use of analytical techniques that intended to gain understanding from data to investigate complex relationships or phenomenon, and combining approaches leads to richness of data and therefore, richness in understanding.

Teddlie and Tashakkori (2012:782) explain that there are different combinations of relationships between qualitative and quantitative designs that create the process signature of a mixed-methods study and this process signature is important to identify. This study followed the exploratory sequential signature. Figure 3-1 indicates the process signature of this study as well as the link between each design and the data collection tools used in this study.

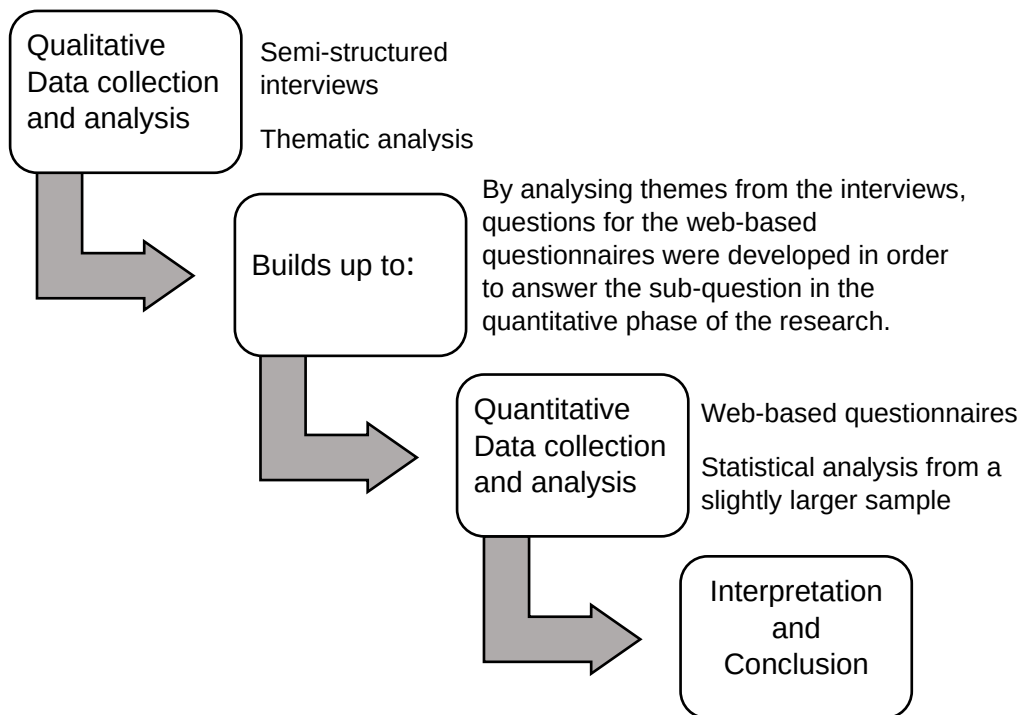


Figure 3-1: Exploratory Sequential Design Model adapted from Baran and Jones (2016:51)

As displayed in figure 3-1, the study started with research conducted within the qualitative research design followed by research conducted in the quantitative research design in a sequential manner. Sreejesh and Mohapatra (2014:48) suggest that conducting research in this manner is highly robust as it relies not only on conceptualising the phenomenon based on qualitative tools, but is supported by quantitative tools that allow for accurate interpretation through triangulation. This way of thinking is also reflected by pragmatic ontology as it allows the researcher to use quantitative data to confirm qualitative results in a very practical way (Maarouf, 2019:7). In the case of this study, the phenomenon being conceptualised is on the specific lived experiences OOF educators have with SDL (qualitative), and corroborate and support this conceptualisation through the use of quantitative tools (quantitative).

According to the researcher, the relevance of the qualitative data lies with the in-depth individual perspectives the participants have with the OOF phenomena and SDL, whereas, again according to the researcher, the relevance in the quantitative data lies in allowing the researcher to discern whether these experiences of the OOF phenomena and SDL are isolated to the qualitative research participants or shared with other people who adhere to the OOF phenomena and SDL,

creating a more general rule when it comes to how OOF teaching and SDL are experienced by OOF intermediate phase educators. Baran and Jones (2016:69) advocate for this exploratory sequential process signature of research, stating that this type of research leads to theory-building, which is beneficial in a study such as this because there is not much known about the OOF phenomenon and SDL, meaning theory still needs to be built regarding this area of study.

3.4 RESEARCH PARADIGM: PRAGMATISM

It is important to identify and conceptualise the research paradigm because it defines the researcher's philosophical orientation as it has implications for each decision made regarding methodology and how meaning will be made from the data gathered (Kivunja & Kuyini, 2017:26). The research paradigm indicates the researchers' worldview, the lens through which they see reality, the shared beliefs from which their thinking departs and the basic principles which guide the methodology of the study (Kivunja & Kuyini, 2017:26). This study was conducted with pragmatism as the overshadowing paradigm.

Pragmatism is seen as an efficient philosophy which focuses on the outcomes of the research and not necessarily the process of research (Lukenchuk & Kolich, 2013:80). Lukenchuk (2017:67) explains that the pragmatist gauges the effectiveness of knowledge by the effectiveness of the action produced by that knowledge. Pragmatism is seen as problem-centred and action-orientated and is often viewed as the overarching paradigm for a mixed-methods research design (Lukenchuk, 2017:67).

Kivunja and Kuyini (2017:38) suggest that as each research paradigm is based on a set of specific assumptions, the research itself will be embedded in particular epistemological, ontological and axiological beliefs. Due to the selection of a mixed-methods design approach for this study, Maarouf (2019:6) states that the researcher needs to conceptualise the epistemological, ontological and axiological stances for pragmatisms that show a combination of both qualitative and quantitative viewpoints in an integrated manner to justify the selection of this approach. Each of these belief systems will be outlined from a pragmatist's worldview to bring clarity to where the research methodology stems from and to justify the selection of the mixed-methods design.

Ontology concerns the view of reality. To accommodate both quantitative and qualitative methods into a single view of reality, pragmatists, in this instance, will be guided by the reality cycle (Maarouf, 2019:7). The reality cycle is based on the thought that there is one reality with multiple perceptions of this reality. This single reality can only exist within a single context and as the context changes so does the reality, however as the reality is perceived differently from different contexts, the reality changes (Maarouf, 2019:7). The view that reality is adaptive through the

reality cycle allows the researcher to switch between qualitative and quantitative views. The objective of qualitative research from a pragmatic stance is not to construct reality from the interpretation of the researcher, but rather to discover reality through the investigation of the different perspectives of reality (Maarouf, 2019:7). The pragmatic researcher is aware that reality is stable most of the time and having minimum knowledge of a phenomenon and its context allows the researcher to come up with variables that need to be tested (Maarouf, 2019:6). The researcher can then make use of quantitative methods to provide a temporary description of reality through basic generalisations which are practical enough for a pragmatist, although pragmatists do note that when the contexts change, altering reality, these generalisations might no longer be accurate (Maarouf, 2019:6). Ontologically speaking pragmatism supports exploratory sequential mixed-methods design because it allows the researcher to switch between qualitative and quantitative research which provides a way for researchers to confirm qualitative results with quantitative results as a simple practical view of reality (Maarouf, 2019:7). In terms of this study the pragmatic ontology is well suited because it affirms that the participants perceive the phenomenon individually and the researcher acknowledges the values in unpacking these realities to gain greater understanding of the OOF phenomenon and their experiences with SDL.

Epistemology is concerned with the mind's relation of knowledge to reality (Shah *et al.*, 2019:95). Pragmatists view epistemology on a spectrum rather than vastly different because research may require a different degree of subjective knowledge and objective knowledge throughout the study (Shah *et al.*, 2019:95). This idea links to the ontological idea of the reality cycle because depending on where in the cycle reality finds itself will depend on whether the knowledge has an objective orientation linking to quantitative research or a subjective orientation linking to qualitative research (Maarouf, 2019:8). Shah *et al.* (2019:96) suggest that pragmatists allow the epistemology of the research to be guided by the research questions and to identify either qualitative or quantitative methods they will have to employ in order to construct a practical answer to the questions rather than being limited by one epistemological form of inquiry. This view of knowledge allows the researcher to move between qualitative and quantitative research in order to deal with all forms of knowledge (objective and subjective) (Maarouf, 2019:9). Pragmatism allows the researcher to consider these epistemologies as complementary rather than opposing so that a deeper, multidimensional understanding of the phenomena can be formed (Shah *et al.*, 2019:96). Therefore, the pragmatic epistemology is well paired to the research design and approach as it allows the knowledge that is being constructed to be flexible through the phases of research in this study.

Axiology is concerned with the nature of value (Biddle & Schafft, 2015:327). Keeping in mind the concept of the reality cycle, where reality is changed according to the context in which it occurs,

Biddle and Schafft (2015:327) suggest that pragmatic axiology is also highly contextualised. The ethical value that pragmatists place on knowledge is not the difference the research can make for the researcher themselves, but rather the practical difference the research can make towards social good (Biddle & Schafft, 2015:327). The context in which research or knowledge is considered valuable and ethical to a pragmatist, is when the research or knowledge benefits the group as a whole (Kivunja & Kuyini, 2017:35). Therefore, the value of the research will be determined by whether it benefits the community or not. The people who fall into this community can change depending on the context and the perception of reality in which each individual finds themselves (Kivunja & Kuyini, 2017:35). Examples of different communities' people could fall into within the context of this study could include: researchers; out-of-field educators; out-of-field primary school educators; people interested in SDL; and people interested in mixed-methods research. This pragmatic axiology links well with the purpose of this study because the data will be generated from within a certain context and the results will contribute back to those who operate within the context, this means it will be valuable within that context as well.

Pragmatism serves as a practical philosophical partner to mixed-methods research, and although pragmatism often gets chopped down to a basic 'what works, works' paradigm, the ontological, epistemological and axiological underpinnings provide a practical well-established orientation towards solving real-world problems (Maarouf, 2019:5).

3.5 POPULATION AND SAMPLING

In this sequential exploratory mixed-methods study, the qualitative research was conducted first, followed by the quantitative research; because of this, the sampling procedure will be outlined for the qualitative research and then the quantitative research separately.

The sample of participants for the qualitative portion of the study were selected from one private institution in the Gauteng province in South Africa. The researcher purposively selected the private institution for three reasons: the researcher identified the institution as having a high rate of OOF educating occurring in the intermediate phase; the institution is conveniently located and is close to the researcher, which eliminated travel costs incurred during the study as the semi-structured interviews of all participants did not happen on the same day; and the leadership and management of the institution were willing and eager to have the staff members of the school participate in the study (provided the individual staff members gave consent to their participation) as the outcomes of the study could bring about a greater understanding of a phenomenon occurring at their institution. Palinkas, *et al.* (2015:534) suggest that using this type of sampling yields information-rich data when resources may be limited. In this case those resources may include time or financing (travel costs) for interview conducted over a period of time.

The total population of OOF primary school educators at this institution was six educators (n=6). From the population, the non-probability purposive sampling method was used. Purposive sampling was used here because the researcher had to research participants that needed to meet specific criteria, otherwise their participation might not be useful to the study (Maree & Pietersen, 2017a:198). The criteria the participants had to meet were as follows: must be a qualified educator; and must have taught at intermediate phase level while simultaneously teaching OOF of specialisation.

The recruitment of participants was conducted through an independent individual. This means that the recruiter was not linked to the research being conducted in this study, but was only used to recruit the participants, explain the purpose and goal of the research and issue informed consent forms (see Annexure A). In this case, the independent recruiter was the private institution's secretary. This individual was selected for three reasons: they do not hold a position of authority or power within the institution which should prevent participants from feeling forced to participate; all the staff members knew this individual and were familiar with them which allowed participants to feel comfortable accepting or rejecting the consent; and this individual had no link to teaching or the research being conducted whatsoever. Out of the population of six OOF educators, five of these educators indicated that they would be willing to participate in the study, and they were provided with informed consent forms to be read, completed and returned to the researcher or independent recruiter. The participants were given the opportunity to ask questions regarding the informed consent and the research as they needed.

Next, for the quantitative portion of this study the non-probability snowball sampling method was used. The precise total number of the OOF educator population is unknown in South African (Department of Higher Education and Training, 2015a:67). The snowball sampling method is used in circumstances when the population can be challenging to find (Maree & Pietersen, 2017a:198). Therefore, the starting point for this sampling procedure was the participants of the semi-structured interviews as they fall into the population being researched, and they could be asked about others they knew, who also fall into this category (Maree & Pietersen, 2017a: 198). This then creates the snowball effect which generated a larger sample size than the researcher could have accessed on their own. The web-based questionnaire was distributed and was available for completion for 2 months. During this time, through the snowball effect, it collected 27 responses.

Table 3-1 serves as a visual representation of the total sample used in this study as well as a breakdown of this total sample into the data collection types. This indicates the sample numbers used to gather data for the qualitative and quantitative phases of this study.

Table 3-1: Sample for the study per data collection type

Data Collection Type	Sample of Participants
OOF intermediate phase educators for a semi-structured interview	5
OOF intermediate phase educators for web-based questionnaires	27
Total	32

More participants would have provided richer data for analysis. The low number of participants is noted by the researcher as a shortfall in the study and is an area where improvements could be made in the future. This study is exploring the OOF phenomenon and SDL (as outlined by the process signature of the study), with the aim to provide a platform from where more research with larger samples can be propelled.

3.6 DATA COLLECTION METHODS, PROCEDURES AND TOOLS

3.6.1 Qualitative data collection method: semi-structured interviews

Nieuwenhuis (2017a:93) describes semi-structured interviews as having specific open-ended questions followed by probing or clarifying questions, while the interviewer constantly works to prevent purposeless side-tracking by the interviewees. The interview questions were developed from, and based on, the research questions that fall under the qualitative research portion of the study.

The interview schedule (see Annexure B) contains the specific open-ended questions used during the interviews and examples of probing questions that may be used to generate more information/data on the OOF phenomenon and SDL. The open-ended questions were designed to generate answers to the initial research questions stated in chapter 1 under the qualitative research phase. All participants were allocated a unique codename linked to the order they were interviewed in. For example, the first educator to be interviewed was referred to as Educator 1, the second educator to be interviewed as Educator 2, and so on. This allowed the researcher to ensure data is kept separate and traceable, but also ensures anonymity of the participant. There were five sections of the interview. Each section was linked to finding data to generate answers to the five secondary qualitative research questions. The combined answering of these questions provides information that can be used to answer the primary qualitative research question. The interviews are be conducted after school hours and all interviews were voice recorded once the

participants gave verbal consent and signed the informed consent forms. All ethical considerations will be addressed later in this chapter.

3.6.2 Quantitative data collection method: Web-based questionnaire

In a sequential exploratory study Baran and Jones (2016: 86) say that the analysis of the qualitative results leads to the development of the tool used in the quantitative phase. The thematic analysis of the results from the semi-structured interviews will lead to the development of the Likert scales which will be used to collect quantitative data. Maree and Pietersen (2017b:174) describe questionnaires as a tool used to collect data under the umbrella concept of survey research. Survey research data is valuable in describing the status of a phenomena, and helping researchers identify similarities and differences (Maree & Pietersen, 2017b:174). The web-based questionnaire was comprised of closed-ended, Likert scale questions designed to gain quantitative data from a slightly larger sample of OOF intermediate phase educators than the sample used in the qualitative phase. The statistical data gathered here allowed the researcher to see if there was a consensus on the lived experiences of OOF intermediate phase educators and SDL or not. These results are discussed in Chapter 4. The web-based questionnaires were created using the Google Forms platform. Google Forms is a survey administration application that forms part of the Google Drive office suite. At the beginning of each questionnaire the participant had to provide informed consent. Although there was no formal time limit for the questionnaire it should not have taken more than 10 minutes to complete.

3.7 DATA ANALYSIS

The data was analysed in an inductive manner. This process is also known as 'bottom-up' logic, which allows for researchers to make more general statements based off the specific observations (Cai & Mountford, 2021). More general conclusions about the OOF phenomenon and SDL were drawn from the specific observations made from the semi-structured interviews and from the web-based questionnaires.

The qualitative phase of the study aspired to identify common themes throughout the lived experience of the participants. Because of this, thematic analysis was used in analysing the qualitative data. Braun and Clarke (2012:57) state that thematic analysis is a method used to identify and gain insight into patterns that emerge across a whole data set which allows the researcher to make collective sense of the shared lived experiences of the participants. Thematic analysis is seen by Braun and Clarke (2006:78) as a flexible research tool that can provide a rich and comprehensive report of the data collected.

The interviews were recorded and transcribed using a data-secure transcribing software named Otter. The researcher then used manual inductive thematic coding with a hierarchical coding framework. This means that codes were developed as data analysis occurred in a flexible, organised manner that Medelyan (2021) suggests is less prone to error. Each section of the semi-structured interview was analysed separately, to ensure that the themes and codes being developed were always being linked back to the research question that that specific section was aiming to gain insight on. The themes were developed from the interview questions themselves, and as the qualitative data was analysed, various codes were allocated under each theme. The codes were organised per participant using a colour key which also linked to the participant's interview codename, making the data easy to track. Once all the data was coded, the codes were ranked in a hierarchy according to the number of times they were mentioned throughout the theme, represented as a percentage. This ranking then served as the starting point from where the Likert scale questions for the web-based questionnaires were developed. Please see Annexure C.

The function of the web-based questionnaires was to determine if the data collected from the qualitative portion of the study only occurred in isolation (only among the semi-structured interview sample) or if there was a consensus with regards to the qualitative data collected in a slightly larger sample of the OOF intermediate phase educators' population. The main reason for doing this quantitative phase of the study was not to create generalisations or assumptions, but rather for methodological triangulation resulting in a study that is trustworthy (Zohrabi, 2013:259). This is discussed in more detail in section 3.7.

The web-based questionnaire was divided into five sections, each section linking to a specific research question in the same manner and order that the semi-structured interviews were done to maintain consistency in the organisation of data collection and analysis. The number of questions per section was determined by the number of codes identified during the qualitative data analysis. The questions were all Likert scale type questions providing numerical data that was used to determine if the perceptions of the qualitative participants occurred in isolation or not. The analysis of the quantitative data was conducted by a qualified statistician from Tlhale Consulting & Projects and the results and analysis will be discussed in Chapter 4.

3.8 TRUSTWORTHINESS OF THE STUDY

According to Nieuwenhuis (2017b:123) the researcher needs to keep in mind six procedures that can be used to test the trustworthiness of a study: transferability; dependability; confirmability; credibility; reliability; and validity. Each procedure is individually addressed to indicate the overall trustworthiness of the study.

Nieuwenhuis (2017b:124) suggests that transferability is the process by which research findings can be applied or transferred to other contexts where the phenomenon might occur. The first way transferability can be achieved is through the researcher providing a full description of the context, participants and research designs (Nieuwenhuis, 2017b:2014). This has been done by the researcher throughout chapter 3. The second way transferability can be achieved, according to Nieuwenhuis (2017b:124), is through purposive sampling as the sample will represent the population and context in terms of the phenomenon. Purposive sampling was the sampling procedure employed for the selection of the qualitative research participants.

Dependability can be linked with credibility, and is concerned with the ability of others to follow the reasoning in your research - if the methodology and data collection are well-documented, others would be able to follow the researcher's reasoning (Nieuwenhuis, 2017b:124). In this study all semi-structured interviews were recorded, and specialised software was used to transcribe the recordings. All transcriptions and coding procedures were included in the study so that others can follow the thought process and data interpretation.

Validity, reliability, credibility, and confirmability are grouped together because in this study these procedures are being ensured through triangulation. There are different types of triangulation, and the nature of each individual study will determine which one, or which combination of types, are employed (Moon, 2019:103). The type of triangulation used in this study is referred to as method or methodological triangulation and this type of triangulation uses different research methods to collect different types of data (Moon, 2019:103).

Zohrabi (2013:258) explains that validity is linked to whether the research is believable, true and is reporting on what it is supposed to be reporting on. Then, Zohrabi (2013:259) describes reliability as the consistency and dependability of the data collected. In short, the findings can be replicated if the study were to be conducted again. Next, Nieuwenhuis (2017b:123) says that credibility is all about how congruent the research results are to reality and if the reader can believe the results based on different contexts. Finally, Nieuwenhuis (2017b:125) states that confirmability is the degree to which results can be corroborated and confirmed by others, limiting the influence of the researcher's bias on the study.

Nieuwenhuis (2017b:125), Moon (2019:103) and Zohrabi (2013:259) agree that validity, reliability, credibility and confirmability can be ensured through the process of methodological triangulation. This is achieved through the combining of data collection methods which explain a phenomenon comprehensively using different but complimentary results (Kelle *et al.*, 2019:11). By using

different data collection tools and methods the researcher eliminates bias because the results are corroborated with another kind of data and this can also indicate validity and reliability of the research because the research is being confirmed or rejected by the second data collection tool being used (Zohrabi, 2013:259). Therefore, the mixed-methods approach is serving not only as a pragmatic way to conduct the research as mentioned in section 3.3, but also as the trustworthy control of the study.

3.9 ETHICAL CONSIDERATIONS

Velasquez *et al.* (2010) state that, in a nutshell, ethics differentiate between what is considered right and wrong and what we ought to do in terms of fairness, societal benefit and specific virtues. In terms of research, the researcher needs to make many ethical considerations, the research needs to fall in line with what is considered good ethics to maintain a good and clear moral standing with the participants and to produce ethical results (Velasquez *et al.*, 2010).

The first step to ensuring that this study was ethically sound was receiving permission to conduct the study and ethical clearance from the NWU EduREC (Education Sciences Research Ethics Committee). See Annexure D.

Kaewkungwal and Adams (2019:177) explain that the ethical acceptability of research can be obtained by protecting the dignity and rights of the participants, and providing safety and caring for the general well-being of the participants. In this study, dignity was safeguarded as all participants' identities remained confidential and protected. Furthermore, the well-being and rights of the research participants were considered as participation was voluntarily. No one was forced or coerced to participate. For the qualitative phase (semi-structured interviews) this was ensured using independent recruitment. Independent recruitment took place with an independent recruiter, who was a member of staff at the private institution, but neither in a managerial position nor as a researcher. The independent recruiter explained the premise of the research and invited educators who met the sampling criteria to participate. Those educators who indicated their wish to participate then received an informed consent form (see Annexure A) from the independent recruiter, as explained under section 3.4. Each participant filled out an informed consent form before participating in the semi-structured interview. There was also be a digital version of the informed consent form, which was to be completed before participants of the web-based questionnaire were allowed by the Google Forms platform to proceed with the questionnaire. The interview participants were identified by or referred to using a codename, and all answers on the web-based questionnaire were converted to numerical data, which further contributed to anonymity. The participants were further protected by being allowed to withdraw from participation after the research study had been explained.

Another tool to provide the quantitative phase participants with anonymity and protect the participants' personal information is set up by Google itself. Google is the company that has created the Google Forms platform. Found in the 'Terms of Service' and 'Privacy Policies' developed by Google, Google Forms can only be accessed by the owner (the researcher) of the form (questionnaire), which is password protected. All the information is also encrypted and cannot be exported except by the researcher via password protection. In addition, no personal data such as names, email addresses, cell phone numbers, amongst others, are collected or stored by Google or the researcher.

All data, including recordings, transcriptions and numerical data, will be stored on a password-protected device and backed up on a second password-protected device for a minimum of five years after the submission of the study for qualification completion.

Additionally, throughout the research process, the researcher will use the Harvard referencing style to give credit to the appropriate authors so as to comply with the North-West University's plagiarism policy.

3.10 CHAPTER SUMMARY

This study followed an exploratory sequential mixed-methods process signature. Qualitative phase data was collected first with the use of semi-structured interviews, which were analysed using manual thematic coding. These codes then informed the development of the web-based questionnaire, which was used to collect data for the quantitative phase of the study. The trustworthiness of the study was ensured through methodological triangulation, which was achieved through the deployment of the mixed-methods research design. The researcher used varying methods to ensure that the study was conducted in an ethical manner and that all participants were protected throughout the study.

CHAPTER 4

4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

As outlined in Chapter 3, a mixed-methods design approach with a sequential process signature was used to probe into the out-of-field (OOF) phenomenon and what experiences intermediate phase educators who operate within the phenomenon have with self-directed learning. The qualitative phase was comprised of semi-structured interviews with intermediate phase OOF educators. Analysis of the themes and codes that developed from these interviews informed the development of the web-based questionnaire, which was used as the data collection tool for the quantitative phase of the study. This chapter presents the analysis and interpretation of the data from both the qualitative and quantitative phases of the study.

4.2 BIOGRAPHICAL DATA OF PARTICIPANTS

The data was collected in two phases: the qualitative phase used the semi-structured interviews as a data collection tool; and the quantitative phase used the web-based questionnaires as a data collection tool. The sample population for each phase consisted of two unique groups of participants as the data collected in the quantitative phase was used to corroborate the data collected during the qualitative phase as part of methodological triangulation of the data, as well as addressing the sub-question of the research.

4.2.1 Semi-Structured Interview Participant Profile

The participants of the qualitative phase of the study included five OOF intermediate phase educators purposively selected from a private institution in Gauteng as outlined in the sampling procedure in Chapter 3. To protect the anonymity of the participants, they were each given a codename correlating to the order in which they were interviewed. For example, the first educator to be interviewed was codenamed E1, the second educator to be interviewed was codenamed E2 and so on. The following biographical data was collected from the participants: gender; racial identity; and qualification type. Table 4-1 outlines this data per semi-structured interview participant.

Table 4- 1: Semi-Structured interview participant profile

Educators	Codename	Gender	Racial Identity	Qualification Type
Educator 1	E1	Female	White	Bachelor of Education
Educator 2	E2	Female	White	Diploma in Education
Educator 3	E3	Female	White	Bachelor of Education
Educator 4	E4	Female	White	Bachelor of Education
Educator 5	E5	Female	White	Bachelor of Arts and Post Graduate Certificate in Education

4.2.2 Web-based Questionnaire Participant Profile

The participants of the quantitative phase of the study included 27 OOF intermediate phase educators selected through snowball sampling from both private and government-funded institutions across Gauteng, as outlined in Chapter 3. The identities of the participants were protected as no data pertaining to the participants' names or identity numbers were collected. The participants for the quantitative phase did not need codenames as all the data was converted into numerical data and grouped to provide statistical information only. The following biographical data was collected from participants: gender; racial identity; and qualification type. Tables 4-2, 4-3 and 4-4 outline this data for the web-based questionnaire participants in the format of a frequency table to represent this sample in totality.

Table 4-2: Gender frequency in web-based questionnaire participants

Gender	Frequency	Valid Percent
Female	19	70.4
Male	8	29.6
Total	8	100

Table 4-3: Racial identity frequency in web-based questionnaire participants

Race Identity	Frequency	Valid Percent
African / Black	7	25.9
Indian	1	3.7
White	19	70.4
Total	27	100

Table 4-4: Qualification type frequency in web-based questionnaire participants

Qualification Type	Frequency	Valid Percent
BCom / BA / BSc (or other) and Postgraduate Certificate in Education	5	18.6
Bachelor of Education	13	48.1
Other	9	33.3
Total	27	100

It is important to note that all participants from both qualitative and quantitative phase of the study had the option to keep their gender and racial identity information private, but all participants chose to provide this information. The options displayed in the tables above were not the only options available for selection –they were the only options that the participants chose to select. The provided categories also included an ‘other’ option to ensure that no participant felt forced into any preconceived boxes.

South Africa is sometimes referred to as ‘the rainbow nation’ - this term, first used by Archbishop Desmond Tutu, describes the diversity and unity of the different cultural, racial and ethnic groups

found throughout the country (Handa, 2007). There was both gender and racial diversity among the participants, which reflects South Africa's rainbow nation.

The study could have benefited from more male participants, as well as participants from a greater diversity of races to provide a richer view of the OOF phenomenon and the experiences OOF intermediate phase educators have with SDL.

It was necessary to provide the biographical information about the participants to present a profile of the people who took part in the study and by showing this, the hope would be to reach more groups of people in larger studies conducted in the future to ensure the voices and experiences of all people are heard.

4.3 QUALITATIVE DATA ANALYSIS AND FINDINGS

The first phase of this exploratory mixed-methods study was conducted to explore the experiences of the OOF intermediate phase with SDL. This data was collected using a qualitative design using semi-structured interviews as the data collection tool.

4.3.1 Emerging Themes from the Semi-Structured Interview Data

The themes that emerged from the interview data were developed by directly transcribing the views and experiences of the OOF intermediate- phase educators with SDL. The data from this study was given to the researcher in the form of written words after first being recorded and then transcribed. During the thematic analysis of the semi-structured interview, five distinct themes emerged from the analysis of the interview questions. Each of these themes link back to one of the secondary research questions. In each instance the main theme was further divided into sub-themes. This is displayed in Table 4-5.

Table 4-5: Secondary research questions and their linked themes and sub-themes

Research Questions	Themes	Sub-Themes
1. What type of teaching and learning strategies or methods do OOF intermediate phase educators use to deliver their subject content?	1. The types of teaching and learning strategies or methods OOF intermediate phase educators use to deliver their subject content.	1.1 OOF intermediate phase educators' classroom environment 1.2 OOF intermediate phase educators' teaching style 1.3 Learners' involvement in oof intermediate phase educators' lessons

Research Questions	Themes	Sub-Themes
2. Are OOF intermediate phase educators aware of SDL and how to cultivate it?	2. The awareness OOF intermediate phase educators have of SDL and how to cultivate it.	2.1 OOF intermediate phase educators' awareness of self-directed learning 2.2 OOF intermediate phase educators' perception of their learners' ability to be self-directed learners in a school environment 2.3 OOF intermediate phase educators' perception of if self-directed learning can be developed over time
3. Are the development of 21 st century and SDL skills being considered by OOF intermediate phase educators?	3. The consideration of the development of 21 st century and SDL skills by OOF intermediate phase educators.	3.1 OOF intermediate phase educators' awareness of 21st century skills 3.2 OOF intermediate phase educators' consideration of the skills learners will need after formal schooling 3.3 OOF intermediate phase educators' consideration of the development of SDL and 21st century skills in their lessons 3.4 The perceived importance of self-directed learning in the 21st century by OOF intermediate phase educators
4. Do OOF intermediate phase educators facilitate SDL in their classrooms?	4. The facilitation of SDL in OOF intermediate phase educators' classrooms	4.1 Making use of real-life problem-solving during lessons by OOF intermediate phase educators 4.2 Making use of learner collaboration and group work during lessons by OOF intermediate phase educators 4.3 The allowing of learners to select their own learning resources by OOF intermediate phase educators

Research Questions	Themes	Sub-Themes
		4.4 The allowing of learners to set their own time goals and manage their time by OOF intermediate phase educators 4.5 The allowing of learners to set their own learning goals/outcomes by OOF intermediate phase educators
5. If OOF intermediate phase educators experience challenges, do these challenges have an effect on the development of SDL skills in their learners?	5. The challenges experienced by OOF intermediate phase educators and their effect on the development of SDL skills in their learners.	5.1 Challenges faced by intermediate phase educators in preparing for OOF lessons 5.2 The consistency of teaching methods used by OOF intermediate phase educators in out-of-field lessons versus in-field lessons 5.3 Teaching in-field versus teaching out-of-field 5.4 The perception OOF intermediate phase educators of the achievability of facilitating SDL in OOF contexts

4.3.2 Findings Under Each Theme

The information gathered from the participants produced data results under relevant themes:

4.3.2.1 Theme 1: The types of teaching and learning strategies or methods OOF intermediate phase educators use to deliver their subject content

a) Sub-theme 1.1 - OOF intermediate phase educators' classroom environment

This theme emerged from the analysis of the participants' responses to the open-ended questions outlined in the interview schedule (see Annexure B). The main prompting question was 'How would you describe your classroom environment?' The findings indicated that the classroom environments of OOF intermediate phase educators are all unique. Although the majority of the participants indicated that their classroom environments lend themselves to talking and discussion as well as freedom among learners.

This was expressed by E3 who said:

"I have a very open, relaxed environment." They added, "...my classroom is run like a conversation."

E4 also suggested a relaxed, free classroom environment by saying:

"I think I'm not so strict, I think this way they (the learners) have a little bit more freedom."

E2 continued the narrative of a relaxed classroom environment stating:

"...to make it (the classroom) for them (the learners) so that they will enjoy it, and that they will have fun also."

b) Sub-theme 1.2 - OOF intermediate phase educators' teaching style

In the analysis of the open-ended questions 'Describe your go-to style of teaching' and 'On an average day would you use more teacher-centred methods such as directed instruction or learner-centred methods such as problem-based learning', the findings indicated that the OOF intermediate phase educators mostly make use of teacher-centred teaching styles and methods.

E1 described their main style of teaching as follows:

"I'll just tell them the content...I can use the textbook..."

E2 also described a similar go-to style of teaching as E1 by saying:

"I use PowerPoints as well to explain to them (the learners) and then also using the textbook"

E4 confirmed the main use of teacher-centred teaching styles stating:

"...we'll just do theory and then I'll ask questions and at the end of the lesson I'll just summarise the main points."

When probed, E4 stated:

"...it's (teaching is) more about what the teacher has to do and say."

E5 solidified the narrative of mostly making use of teacher-centred teaching styles by saying:

"I think the majority is teacher-centred..."

c) Sub-theme 1.3 - Learners' involvement in OOF intermediate phase educators' lessons

This sub-theme was derived from the question from the semi-structured interview 'Are your lessons centred around learner involvement?' The findings suggested that the classroom environment and teaching strategies or methods used by OOF intermediate phase educators create a lot of opportunities of learners to be involved throughout the lessons.

E2 indicated the value they place on learner involvement in lessons by saying:

"...if they (the learners) are not involved, they're not applying it (skills and knowledge) as they should."

E3 continued this narrative by stating:

"100% learner involvement in my class."

E3 stated that:

"...they (the learners) are always in discussion."

E3 went on to say:

"...they have freedom to challenge me..." when describing learners who get involved in the lesson.

E1 explained how they encourage the learners' involvement through questioning by saying:

"...but you (the educator) do a lot of questioning. So, then that is when you involve them."

E5 also indicated that they try to use questioning to involve the learners in the lesson stating:

"I generally ask questions to see if they understand or to provoke interaction so that I can see if they've (the learners) grasped it or no."

4.3.2.2 Theme 2: The awareness OOF intermediate phase educators have of SDL and how to cultivate it

a) Sub-theme 2.1 - OOF intermediate phase educators' awareness of self-directed learning

This sub-theme was developed from analysing the interview question 'Have you ever heard of self-directed learning (SDL)?' The analysis of the transcripts of the semi-structured interviews showed that more than half of the interview participants had, in fact, heard of SDL.

E3 stated:

"I have heard of it for the first time when I read Chanene's Masters."

E3 continued by explaining what they thought SDL was:

"I think the way I understand it (SDL), if I am correct, it's about getting children to work on their own to direct and govern and guide the way their learning goes."

E4 said, when asked if they had ever heard of SDL:

"Yes, one of our teachers told me about it."

When probed more and asked to explain their understanding of SDL, E4 said:

"I would think self-directed learning will be when you yourself find out more about a certain topic."

E5 answered *"I have"* when asked if they had ever heard of SDL before. When asked to describe what they know about SDL, E5 stated:

"This is like PGCE knowledge, I'm trying to remember. So, it's where the learners are more in control of their own learning. So, they are teaching, almost teaching themselves or trying to understand the concept by themselves with some influence from the teacher, but they are mainly in control of it."

b) Sub-theme 2.2 - OOF intermediate phase educators' perception of their learners' ability to be self-directed learners in a school environment

This theme came from the analysis of the responses to the open-ended question 'After reading the information sheet A (see Annexure B), do you think learners can be self-directed within a school environment?' The findings indicated that the general experience of this theme was that learners from grade 6 onwards could be self-directed in a classroom environment.

E4 had this to say when asked if they thought intermediate phase learners could be self-directed:

"Yes, I think so. I think if that topic interests them, if they are curious, I think especially the older learners, grade six, seven yes definitely."

E5 shared the sentiments expressed by E4:

"So, I think just from experience teaching the smaller grades from grade four to seven, especially the grade fours and fives, I don't think they have (the ability to be self-directed)."

E1 had the following to say when reflecting on the lessons they had taught that week when asked if intermediate phase learners could be self-directed in a classroom environment:

"I have just taught grade sevens and grade sixes, and some of them for sure."

c) Sub-theme 2.3 - OOF intermediate phase educators' perception of if self-directed learning can be developed over time

The main probing question of 'Do you think SDL can be developed slowly through time' developed the data collected under this sub-theme. The findings indicated that there is a strong belief among the OOF intermediate phased educators that SDL can be developed through time.

E1 enthusiastically stated:

"Sure. I think it (SDL) can be taught to somebody... you can mentor somebody to become independent in their learning."

When asked if SDL skills could be developed over time, E3 said:

"I think they (SDL skills) could be."

E3 continued by explaining what they felt the educator's role in this development would be:

"So, I think this process would require a teacher that's able to really differentiate between the learners and their needs and try and guide them on this road."

E5 aligned with the thoughts expressed by E1 and E3:

"Yes. Now that can be developed, especially if you have a model of that behaviour."

4.3.2.3 Theme 3: The consideration of the development of 21st century and SDL skills by OOF intermediate phase educators

a) Sub-theme 3.1 - OOF intermediate phase educators' awareness of 21st century skills

The question 'Have you ever heard of 21st century skills' was posed to the participants giving rise to this sub-theme. The responses produced the finding that the participants were not aware of 21st century skills and the general perception of 21st century skills were that they are linked to technology.

E1 answered: "No" when asked if they had heard of 21st century skills. They continued with:

"It's probably a common skill set that this generation has."

E2, when asked if they had heard of 21st century skills, said:

"No, I have not."

E2 continued with:

"If I think of the name, it means something in more, how you say in English, more like applied today. Not something from the past, from the future."

E3 also agreed with this narrative by stating "No" when asked if they had heard of 21st century skills. When probed further E3 stated:

"I think that what 21st century skills is, we're preparing our children for working in a more technological environment, moving away from paper and pen, and more into... yeah... using technology as a means to access and do whatever needs to be done."

E4, when presented with the question 'Have you heard of 21st century skills?' said:

"No...I suppose it's got to do with social media and with computers and the internet."

E5 also stated "No" to having heard of 21st century skills and continued:

"So, skills like technologically and stuff like that?"

b) Sub-theme 3.2 - OOF intermediate phase educators' consideration of the skills learners will need after formal schooling

The question 'Have you ever considered the skills learners might need to survive beyond their school career' underpinned the data collection under this sub-theme. Through analysis it was found that the majority of the participants have actively considered the skills learners will need after formal schooling.

E2 said:

"Yes...so, I want them (the learners) to use that skill that they're going to apply when they're not at school."

E3 indicated, when asked if they consider the skills learner need after formal schooling:

"I do yeah, and also not only to develop them (the skills) but to manage them (the skills)."

E5 very contemplatively stated:

"I think, I think about that a lot, like education is more than just getting through a syllabus, they (the learners) need to be able to cope in high school or in university or in a working world."

c) Sub-theme 3.3 - OOF intermediate phase educators' consideration of the development of SDL and 21st century skills in their lessons

After being presented with Information Sheet B (see Annexure B) with a list of SDL hard and soft skills which were outlined in Chapter 2, the participants were asked 'Do you ever actively consider developing these skills within your lessons?' This developed the data collected for this sub-theme. The findings showed that the participants do consider the development of at least some of the skills mentioned to them on the information sheet. They also acknowledged that even when they are not actively considering the development of the skills in their lessons the development does happen throughout their teaching.

E2, when asked if they consider the development of 21st century and SDL skills, indicated:
"No, I don't think about it (the development of the SDL skills mentioned), but it happens."

E3 stated with emphasis, when asked if they consider the development of 21st century and SDL skills:
"I absolutely do."

E4 mentioned, while reading over Information Sheet B (see Annexure B) again:
"I've applied some of these... developing some of these...I try to develop some of these skills."

E5 suggested that they developed some of the mentioned skills by stating:
"If I look at problem solving, time management and communication, yes. The hard skills not so much."

d) Sub-theme 3.4 - The perceived importance of self-directed learning in the 21st century by OOF intermediate phase educators

This sub-theme was developed through the analysis of the question 'Do you think SDL is an important competency for a person to possess', from the interview. The findings from the data presented under this sub-theme showed that the perception of the OOF intermediate phase educators is that SDL is a very valuable competency to possess in the 21st century.

E1 confidently stated:
"Yes, definitely with the direction society is moving into..." when asked if they thought SDL was an important competency to have.

E2 commented on the importance of the SDL competency:
"Absolutely." And continued: *"...preparing the learners for life."*

E3 had this to say:

"I think that's the way to go in the future, that you can't rely on others for work... you are definitely going to have to learn to take initiative."

E4 aligned with this narrative stating:

"Oh, I do think it's (SDL is) very important."

E5 commented on the importance of the SDL competency:

"Yes...you need to (be self-directed) especially in university and stuff when in high school as more independent learning. You need to be able to take initiative in your learning."

4.3.2.4 Theme 4: The facilitation of SDL in OOF intermediate phase educators' classrooms

a) Sub-theme 4.1 - Making use of real-life problem-solving during lessons by OOF intermediate phase educators

Data was collected under this sub-theme from the interview question 'Do you ever provide opportunities for your learners to solve real-life problems within your subject?' The findings showed that the OOF intermediate phase educators do provide their learners the opportunity to solve real-life problems to some extent, which was sometimes dependent on the topic or even subject being taught.

E2 explained:

"Yes, because sometimes a topic in a lesson allows you (to solve real-life problems)."

E3 had this to say:

"A lot of what we do has practical outcomes..." and continued "...children actually know, they come in sometimes with such fresh perspectives."

When asked if they get their learners to solve real-life problems, E4 answered:

"I do, because I want them to apply what they learn to real-life situations."

E5 said:

"Probably not in English, but in Life Skills, yes...'I think the opportunity (to solve real-life problems) just presents itself in Life Skills more."

b) Sub-theme 4.2 - Making use of learner collaboration and group work during lessons by OOF intermediate phase educators

‘Do you allow learners to collaborate and participate in group work regularly?’ This was the question that developed this sub-theme. Analysis of the responses generated the finding that the majority of the participants steered away from allowing their learners to participate in group work or collaboration.

When asked if they provide group work or collaborative opportunities to the learners, E2 said:
“Not that often. Maybe once a week.”

E3 said:

“Probably not as often as they (the learners) would like it, especially not with the grade fours and fives because they become too unruly.”

While E5 similarly stated:

“I wouldn’t say regularly, but it (learners working in groups) does happen occasionally.”

c) Sub-theme 4.3 - The allowing of learners to select their own learning resources by OOF intermediate phase educators

From the interview question, ‘Do you allow your learners to select their own learning resources’, data was collected for this sub-theme. The findings showed that the educators do not allow their learners to select learning resources for specific topics covered in class. Some of the participants indicated that they only allowed learners to select their own unique resources for projects or personal use.

E1 explained:

“...you also have to take into account that some students can’t (select, bring or have access to learning resources) and so then for the sake of being fair, and not anybody feeling hurt or left out, and I would rather say, ‘let’s just use this stuff at school’.”

E2, when asked if learners select their own learning resources, indicated:

“Oh yeah, especially for themselves, but for the class reader I can only use what I have, I would sometimes like that we have more readers available, but that’s not the case.”

E3 despondently noted:

“Not really, Kirsten, I find that we’re pretty bound by the curriculum. So unfortunately, that’s definitely a block for us.”

E4 stated that:

“...the subject that I teach has got this textbook...if they (the learners) do a project, then they (the learners) could use their own resources.”

E5 similarly mentioned:

“Only if it’s a project, not really anywhere else.”

d) Sub-theme 4.4 - The allowing of learners to set their own time goals and manage their time by OOF intermediate phase educators

This sub-theme was fleshed out from the data generated by the interview question, ‘To what extent are your learners responsible for time management?’ The data collected produced the finding that most of the participants manage their learners’ time goals or time in general.

When asked if their learners managed their own time, E1 answered:

“I feel like almost not at all, because everything is so jam packed in how much time we have, the curriculum is so dense.”

E2 stated:

“Oh no, I give them a set of time or more or less set a time when it (work or tasks) must be finished.”

E4 indicated:

“No...I do the time line for it (work and tasks).”

E5 echoed the narrative of E2:

“I wouldn’t say they are very responsible for that (setting time goals). I usually say the times.”

e) Sub-theme 4.5 - The allowing of learners to set their own learning goals/outcomes by OOF intermediate phase educators

By asking the participants ‘Do you set all of the learning goals or are the learners involved’, data was collected for this sub-theme. The findings indicated that none of the participants allowed their learner to set their own learning goals or outcomes because the educators and learners have to

conform to the national curriculum and standards set out in CAPS (Curriculum and Assessment Policy Statement).

E1 responded:

"I haven't had the opportunity yet...I still have the curriculum you have to work through."

E2 explained as to where they get the learners' learning goals or outcomes from:

"My textbook or my guidelines...CAPS." ' E2 continued by saying: "Again I think I set the goals and I explain what we need to do and where we need to get."

E3 mentioned:

"I think I would have to say 95% is controlled by me, you always allow for a bit of leeway for diverse thinking, but unfortunately I have to account for curriculum...I think we are limited."

E4, when asked if the learner set their own learning goals or outcomes, answered:

"No. So we cover what CAPS expects from us and that's what we do."

E5 answered the same question:

"No, either from the syllabus or from something I have come up with."

4.3.2.5 Theme 5: The challenges experienced by OOF intermediate phase educators and their effect on the development of SDL skills in their learners

a) Sub-theme 5.1 - Challenges faced by intermediate phase educators in preparing for OOF lessons

The participants were asked the open-ended question 'What would you consider everyday challenges you face in preparing for your OOF lessons?' The data gathered under this main probing question rounded out this sub-theme. The findings from the data analysis showed that the participants attributed the lack of content knowledge and having to do extra research in order to prepare lessons to teach out-of-field as a major challenge.

E1 contemplated:

"Do I know the content myself?" And then continued: "I'll just brush up on it 'cause obviously I haven't studied it before, so then in preparation for a lesson I'll just make sure that I at least know somewhat."

E3 explained that:

“They (the challenges) are enormous, because what I found was that teaching a subject as that you have no knowledge on, it’s already a massive obstacle that you have to get over because that’s the starting point.”

E5 said:

“So sometimes you won’t know much about a topic, and you’ll have to go research it. So, before you can make prep for your kids, you kinda have to prep yourself.”

b) Sub-theme 5.2 - The consistency of teaching methods used by OOF intermediate phase educators in out-of-field lessons versus in-field lessons

This sub-themes’ data was collected from the responses to the question ‘Do these everyday challenges affect the teaching methods you use? The findings indicated that the participants did in fact change or adapt their preferred teaching methods when they taught out-of-field.

E1 commented on the change in their teaching methods throughout the previous week by stating:

“Yeah and it (teaching methods) already did change, from the Monday to the rest of the week, I changed how I delivered the content.”

E4 commented on their teaching style change saying:

“I won’t encourage the children to ask about anything regarding the topic because I can’t answer the question.”

E5, when asked if their teaching methods change out-of-field, answered:

“Yes, I think it would be a lot more textbook (orientated) in a subject that I don’t know.”

c) Sub-theme 5.3 - Teaching in-field versus teaching out-of-field

The responses to the question ‘Would you consider teaching OOF more or less challenging than teaching in your field of specialisation’, provided insight into this theme. The findings showed that the participants strongly agreed that teaching out-of-field is more challenging than teaching in-field.

E1 mentioned the following:

“I do enjoy teaching out of my field that I’m studying more, but it can present a challenge because what I studied doesn’t equip me for when I’m teaching out-of-field.”

When asked if teaching out-of-field is more or less challenging than teaching in-field, E2 stated strongly:

"No, it's more challenging." E2 continued with "...if you are challenged to do a different subject it's not always easy, but it keeps you thinking."

E3 plainly said:

"It's much more challenging teaching out-of-field."

E4 compared teaching in and out-of-field by saying:

"I think it would be much more challenging to teach outside (your field of specialisation)."

E5 gave insight into the complexity of functioning out-of-field by saying:

"Whereas something you don't know... it's just a lot more difficult to teach something that you yourself don't know or you might have a surface knowledge of, but you can't delve deeper into the work."

d) Sub-theme 5.4 - The perception OOF intermediate phase educators of the achievability of facilitating SDL in off contexts

Under this theme the participants were asked to reflect on the interview and the information sheets they were provided with and asked 'After learning about SDL and SDL Skills (see Annexure B – Information Sheet A and B) do you think facilitating these skills would be achievable in an out-of-field context?' The analysis of the responses showed the findings as follows. In general, there was a positive tone among the participants who noted that they felt that it would be achievable to facilitate the development of the SDL hard and soft skills seen on Information Sheet B in an OOF context.

E1 commented:

"I do think that, well, you should be able to teach these skills and I do believe that they should be taught."

E2 positively stated, when asked if they thought these skills could be facilitated in an OOF context:

"Yeah, definitely."

E3 stated:

"...it would be (possible), it would require training for the teacher."

E4 answered the question:

“Yes, I think so...you can teach them (the SDL skills) it’s irrelevant, irrespective of the content.”

It is interesting to note that most of the interview participants were apprehensive and slightly closed off to the idea of SDL in the classroom at the beginning of the interview. Although after reading Information Sheet A – What is SDL, and Information Sheet B – List of SDL Hard and Soft Skills (see Annexure B), and as the discussion developed as the interview progressed, the participants in general seemed to become excited by the idea and started expressing how important this competency was for all learners

4.4 QUANTITATIVE DATA ANALYSIS AND FINDINGS

The answers which the semi-structured interview participants gave to the questions under each theme and sub-theme were analysed to identify codes. These codes were identified as key words or phrases which the researcher deemed as valuable to the study. The researcher then compiled these valuable key words and phrases into a single coherent phrase which would then be used to represent the code as a whole.

Each question on the web-based questionnaire then presented the codes identified under each theme and sub-theme in order to determine if the prevalence of a specific code was similar in a larger sample group of OOF intermediate phase educators to that of the smaller sample used in the semi-structured interviews. The reason this was done was to ensure the trustworthiness of the study and its data through methodological triangulation as explained in Chapter 3. According to Bekhet and Zauszniewski (2012:41) this type of methodological triangulation is beneficial to a study as it helps confirm findings which increases the validity of the study as well as provides a better understanding of a phenomenon.

The percentages indicated in the graphs in figures 4-1 to 4-19, will show the reader the prevalence at which a specific code was selected by the web-based questionnaire participants.

4.4.1 Theme 1: The types of teaching and learning strategies or methods OOF intermediate phase educators use to deliver their subject content

a) Sub-theme 1.1 - OOF intermediate phase educators' classroom environment

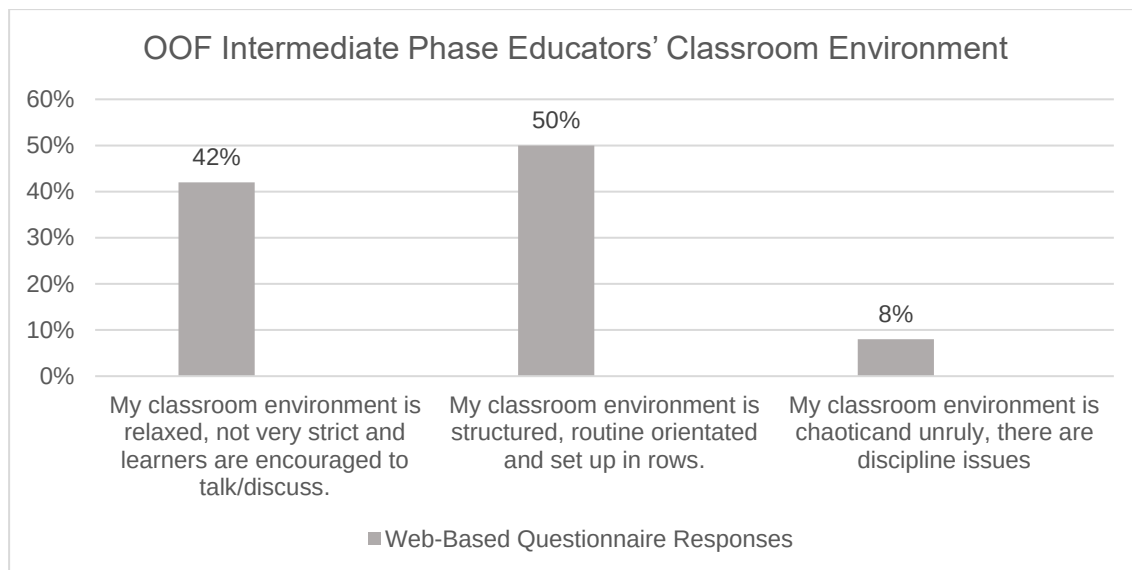


Figure 4-1: Sub-Theme 1.1 - Code Analysis Graph

Under the sub-theme of classroom environment three codes presented themselves. The largest percentage of participants at 50% indicated that their classroom environment is structured, routine orientated and set up in rows. But this was closely followed by a high percentage indication of 42% showing a relaxed classroom environment, that is not very strict and where learners are encouraged to talk/discuss. Finally, 8% of participants indicated that their classroom environment is chaotic and unruly indicating that these educators struggle with maintaining discipline.

b) Sub-theme 1.2 - OOF intermediate phase educators' teaching style

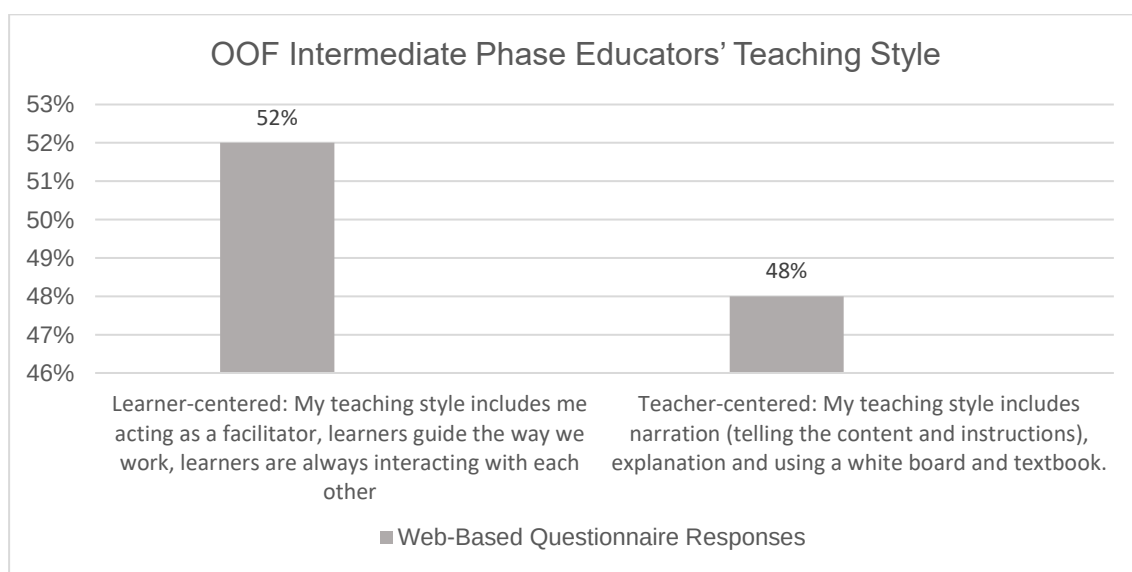


Figure 4-2: Sub-Theme 1.2 - Code Analysis Graph

Sub-theme 1.2 focused on the OOF intermediate phase educators' teaching style. The participants of the web-based questionnaire provided a fairly even divide between the use of learner-centred and teacher-centred methodologies, which is closely linked to the types of classroom environments they noted having in Figure 1 under sub-theme 1.1. 52% of the participants indicated that they make use of learner-centred teaching styles, which has been linked to the development of SDL skills by Shah (2019:5) and link to the learning theories of Piaget and Vygotsky discussed in Chapter 2. A further 48% of the participants indicated that they make use of teacher-centred teaching styles which goes against the learning theories and teaching methods linked to the development of SDL skills in a school environment.

c) Sub-theme 1.3 - Learners' involvement in OOF intermediate phase educators' lessons

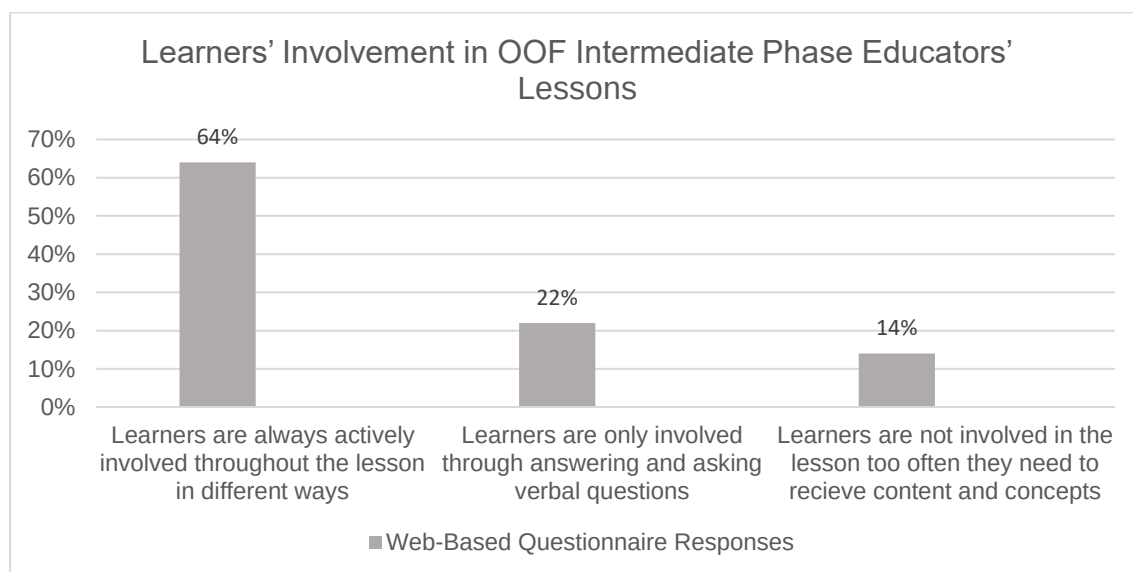


Figure 4-3: Sub-Theme 1.3 - Code Analysis Graph

Sub-theme 1.3 focused on the learners' involvement in the lessons of OOF educators. The highest percentage of web-based questionnaire participants at 64% indicated that their learners are always actively involved throughout the lesson in different ways followed by 22% of participants who indicated that their learners are only involved in the lesson through answering and asking verbal questions. Golightly and Guglielmino (2015:63) suggest that active involvement in the learning process is the crux of being self-directed and therefore it is valuable to see that OOF intermediate phase educators are actively creating opportunities for their learners to be actively involved in the lesson. However, 14% of the participants need to focus on shifting from viewing learners as passive receivers of knowledge to active participants of knowledge development which will guide their learners to be more self-directed.

4.4.2 Theme 2: The awareness OOF intermediate phase educators have of SDL and how to cultivate it

a) Sub-theme 2.1 - OOF intermediate phase educators' awareness of self-directed learning

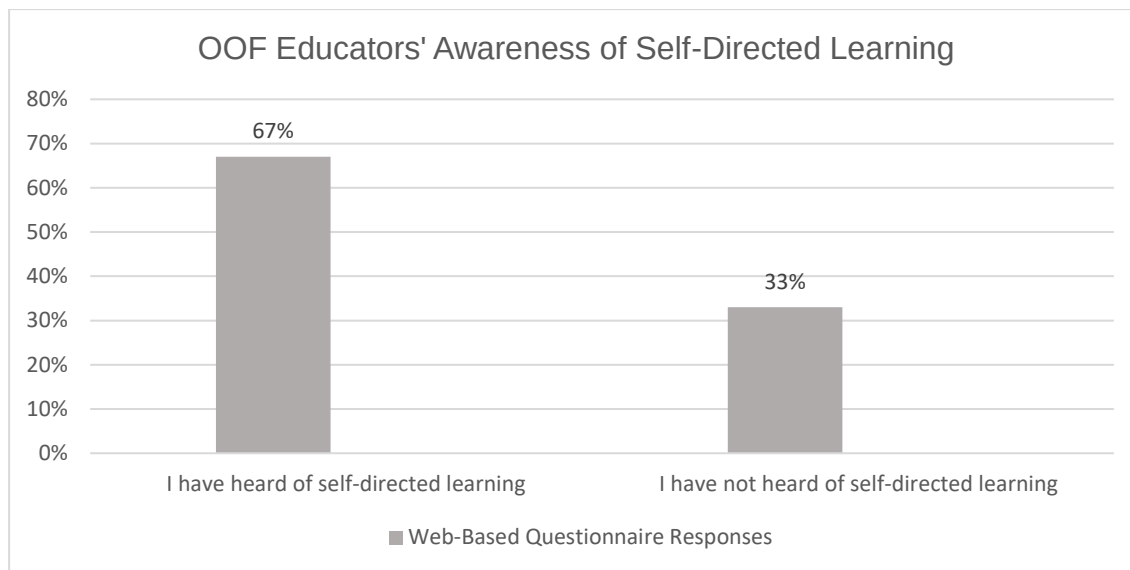


Figure 4-4: Sub-Theme 2.1 - Code Analysis Graph

In terms of OOF intermediate phase educators being aware of what SDL is, we can see there is a higher percentage of OOF educators at 67% who have heard of, and are aware of, the concept of SDL compared to the 33% of participants who have not heard of self-directed learning. This means that many OOF intermediate phase educators have heard of and been exposed to the concept of SDL at some or other point, but 33% is still a fairly large percentage of those participants who have not heard of SDL. This means that more needs to be done to increase the exposure of educators to the concept of SDL.

b) Sub-theme 2.2 - OOF intermediate phase educators' perception of their learners' ability to be self-directed learners in a school environment

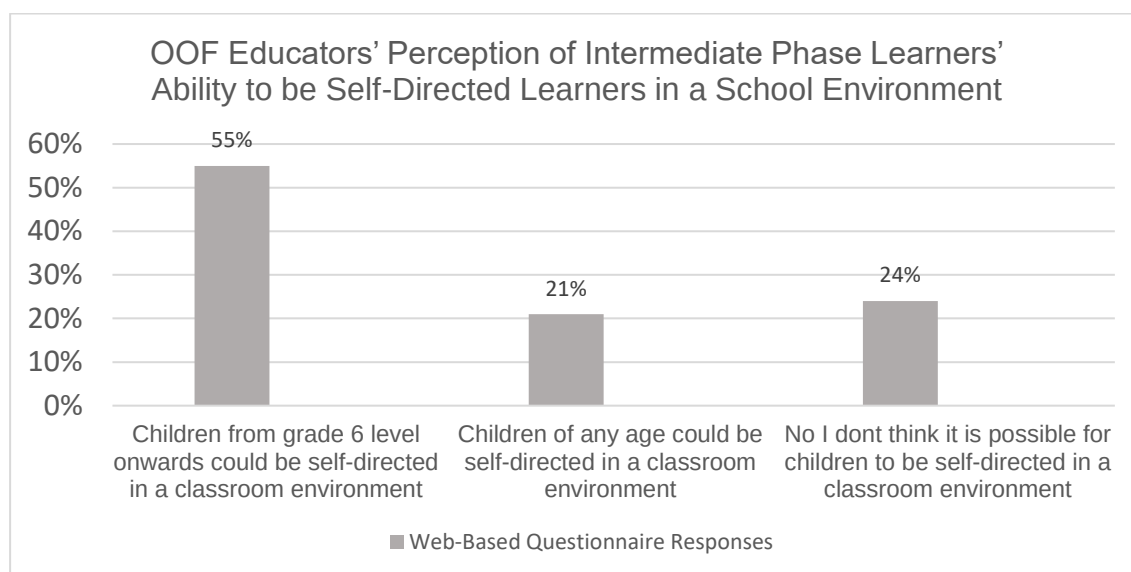


Figure 4-5: Sub-Theme 2.2 - Code Analysis Graph

Sub-theme 2.2 focused on trying to gauge the perception that OOF intermediate phase educators have on the ability of intermediate phase learners to be self-directed. 21% of web-based questionnaire participants indicated that they felt that intermediate phase learners have the ability to be self-directed. A further 24% of web-based questionnaire responses indicated that they felt learners could not be self-directed in a school environment at all. Interestingly, a significant percentage of responses at 55% suggested that they felt slightly older learners could be self-directed in a classroom environment. This means that educators are acknowledging to some extent that children in the intermediate phase can be self-directed in a classroom environment, but more needs to be done to increase awareness and understanding of SDL and SDL learning models such as Grow's SSDL model which suggests that SDL development occurs in stages and can happen at any age (Grow, 1991:129).

c) Sub-theme 2.3 - OOF intermediate phase educators' perception of if self-directed learning can be developed over time

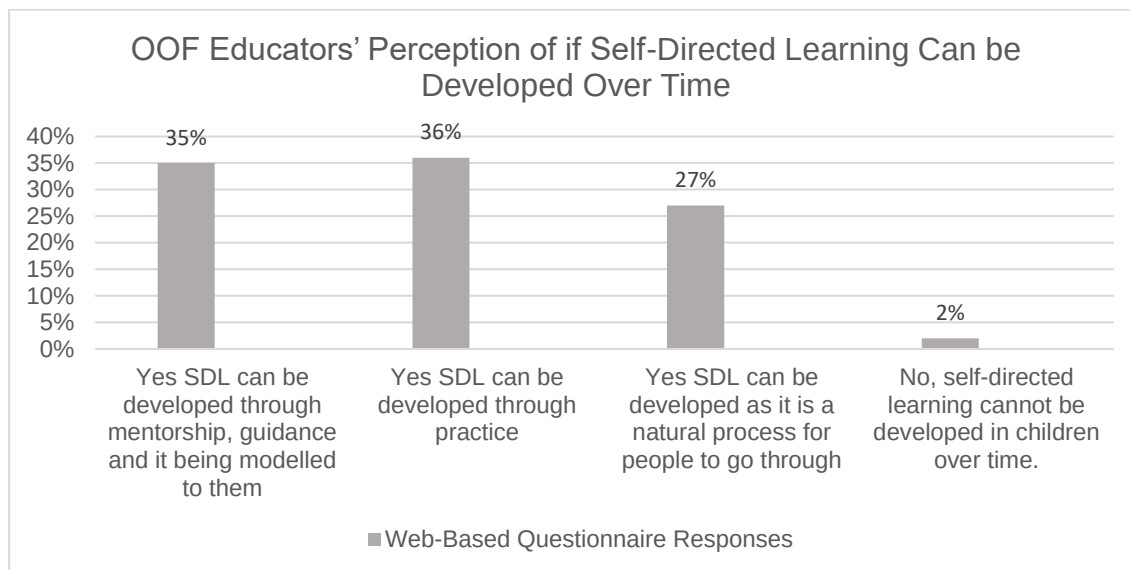


Figure 4-6: Sub-Theme 2.3 - Code Analysis Graph

The purpose of this sub-theme was to gain insight into whether OOF intermediate phase educators believe SDL can in fact be developed over time. During the interviews different codes were developed where educators indicted reasons as to why or how they thought SDL could be developed over time. These reasons give a more fleshed out version of their perceptions rather than a black and white/ yes or no answer to the question, and these reasons could open up areas that could be explored more in later studies. In a broad view, 98% of web-based questionnaire participants agree that SDL can be developed over time. This is positive in terms of SDL skills development because this thought links closely to the ideas shared by Grow in his SSDL model and the learning theories pioneered by Piaget and Vygotsky. Only 2% of the participants felt that SDL cannot be developed over time which could indicate that they either do not fully understand what SDL is or how it can develop over time.

4.4.3 Theme 3: The consideration of the development of 21st century and SDL skills by OOF intermediate phase educators

a) Sub-theme 3.1 - OOF intermediate phase educators' awareness of 21st century skills

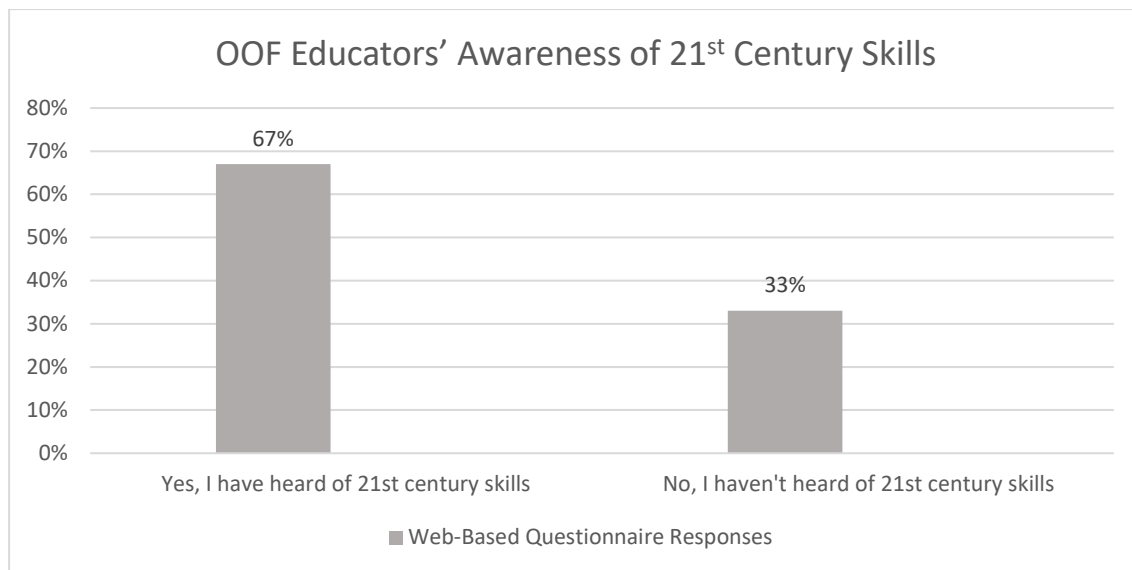


Figure 4-7: Sub-Theme 3.1 - Code Analysis Graph

As viewed in sub-theme 2.1 there was a significant percentage of OOF educators who had heard of SDL. There is also a large percentage of OFF educators who have heard of 21st century skills. More than half of the web-based questionnaire respondents at 67% have heard of 21st century skills, while 33% of the participants have not. These percentages mirror those expressed in Figure 4-4 under sub-theme 2.1. This could indicate that the educators who are aware of SDL are also aware of 21st century skills. This also solidifies the need to expand the exposure of SDL and 21st century skills to more educators as a large percentage haven't even heard of them.

b) Sub-theme 3.2 - OOF intermediate phase educators' consideration of the skills learners will need after formal schooling

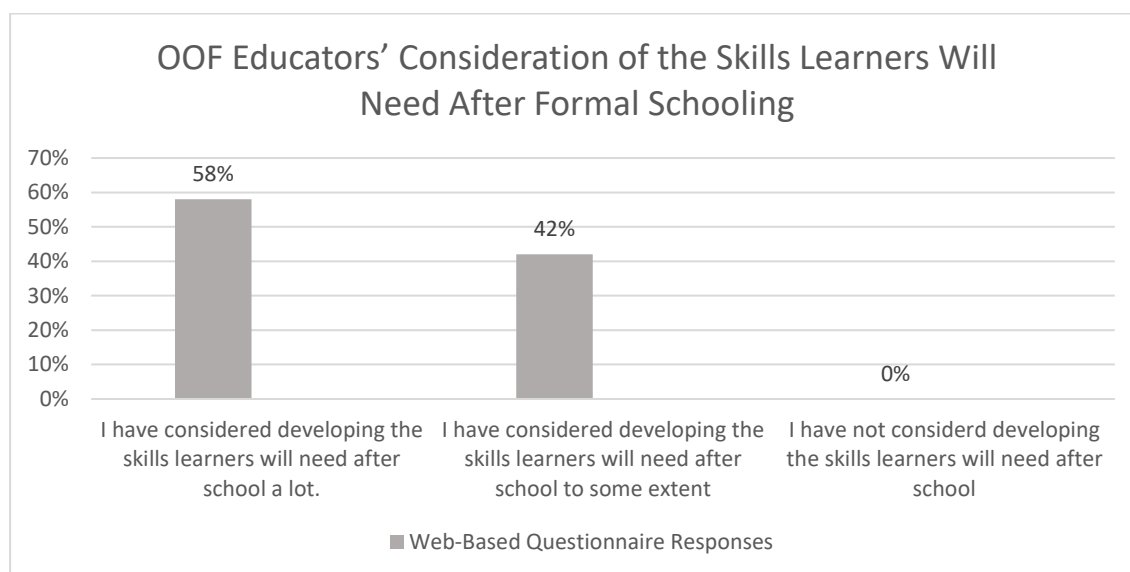


Figure 4-8: Sub-Theme 3.2 - Code Analysis Graph

In a holistic view, 100% of web-based questionnaire participants do consider the skills learners will need after formal schooling to some or other extent. This means that the OOF intermediate phase educators are considering not only the content knowledge their learners will need after formal schooling, but also the skills they will need. This means that if they direct their focus to, and understanding of, SDL skills these educators can actively consider the development of the specific skills learners need in order to be self-directed.

c) Sub-theme 3.3 - OOF intermediate phase educators' consideration of the development of SDL and 21st century skills in their lessons

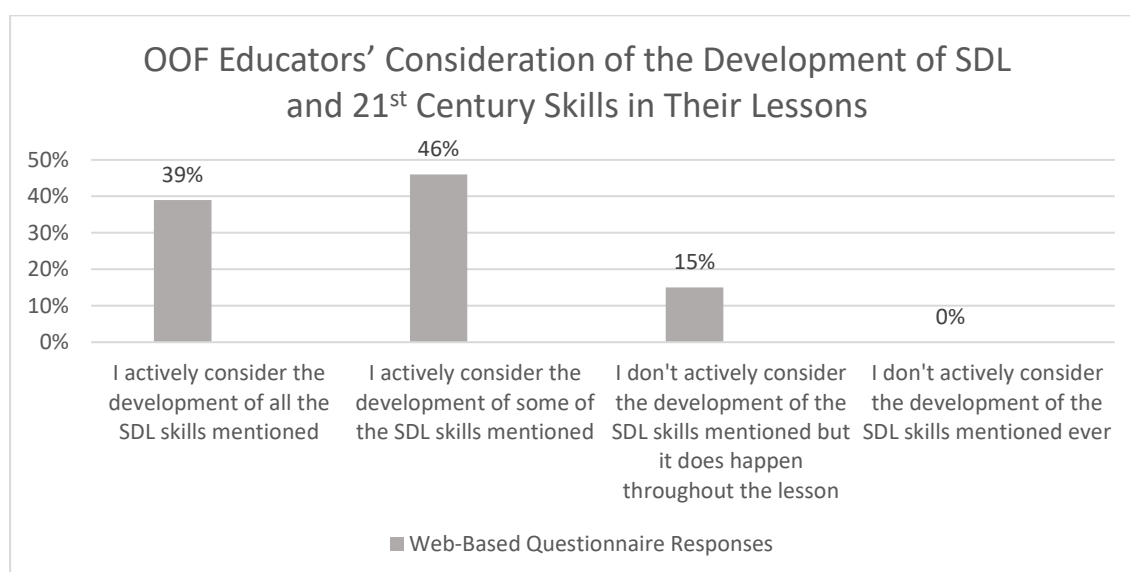


Figure 4-9: Sub-Theme 3.3 - Code Analysis Graph

After reading Information Sheet B (see Annexure B) which outlined some of the hard and soft skills linked by this study to SDL and 21st century skills noted in Chapter 2, participants were asked if they actively considered the development of those specific skills in their classrooms. A combined total of 85% of web-based questionnaire participants actively consider the development of the skills identified as being needed to be self-directed. Although 15% of web-based questionnaire participants do not actively consider the development of the SDL skills, they noted that the development of these skills occurred throughout their lessons. This means that the development of SDL skills is being focused on in the OOF classroom to some extent.

d) Sub-theme 3.4 - The perceived importance of self-directed learning in the 21st century by OOF intermediate phase educators

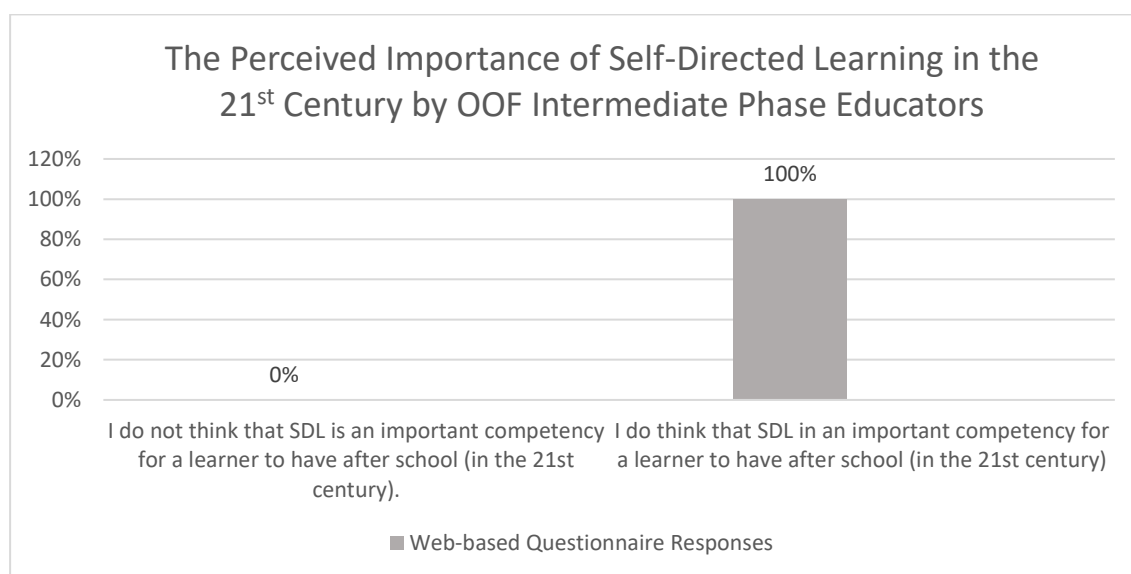


Figure 4-10: Sub-Theme 3.4 - Code Analysis Graph

In this particular sub-theme, we can see that after reading Information Sheet A and B (see Annexure B) which briefly explains what SDL is, as well as the hard and soft skills linked to SDL, that 100% of the OOF intermediate phase educators who participated in the web-based questionnaire agree that SDL is an important competency for a person to possess in the 21st century. The reason this question was asked after the participants read the relevant information sheets was to cater for those participants who were potentially not aware of SDL or 21st century skills - please refer to sub-theme 2.1 and 3.1. This data shows that if the concept of SDL and 21st century skills is explained and outlined to the OOF educators, they note how important they are. If more educators are exposed to, and perhaps trained in what SDL is, what its accompanying skills and competencies are, and how to develop them, educators will focus on this as they perceive it as important.

4.4.4 Theme 4: The facilitation of SDL in OOF intermediate phase educators' classrooms

a) Sub-theme 4.1 - Making use of real-life problem-solving during lessons by OOF intermediate phase educators

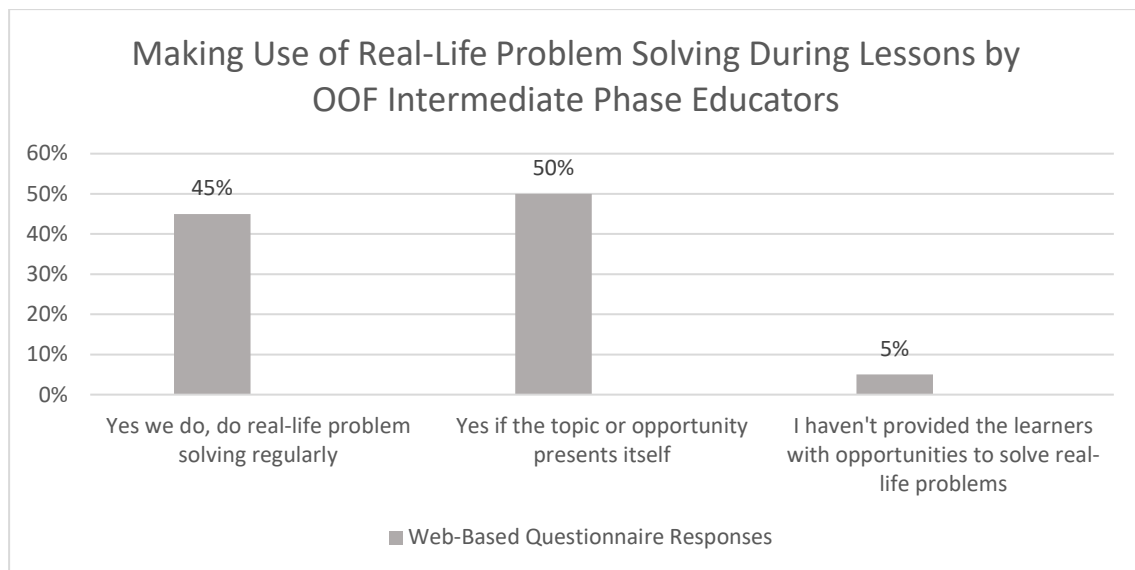


Figure 4-11: Sub-Theme 4.1 - Code Analysis Graph

There is a good indication that the web-based questionnaire participants provide their learners with opportunities to solve real-life problems to some or other extent with a combined total of 95% of participants indicating that they do to some extent. There are, however, a few educators who haven't provided their learner with these kinds of learning experiences at 5% of participants and it could be valuable to dive deeper into why they have not. As noted throughout Chapter 2 problem-solving is a critical SDL skill and providing learners with opportunities to actively participate in problem-solving encourages the use and development of this SDL skill.

b) Sub-theme 4.2 - Making use of learner collaboration and group work during lessons by OOF intermediate phase educators

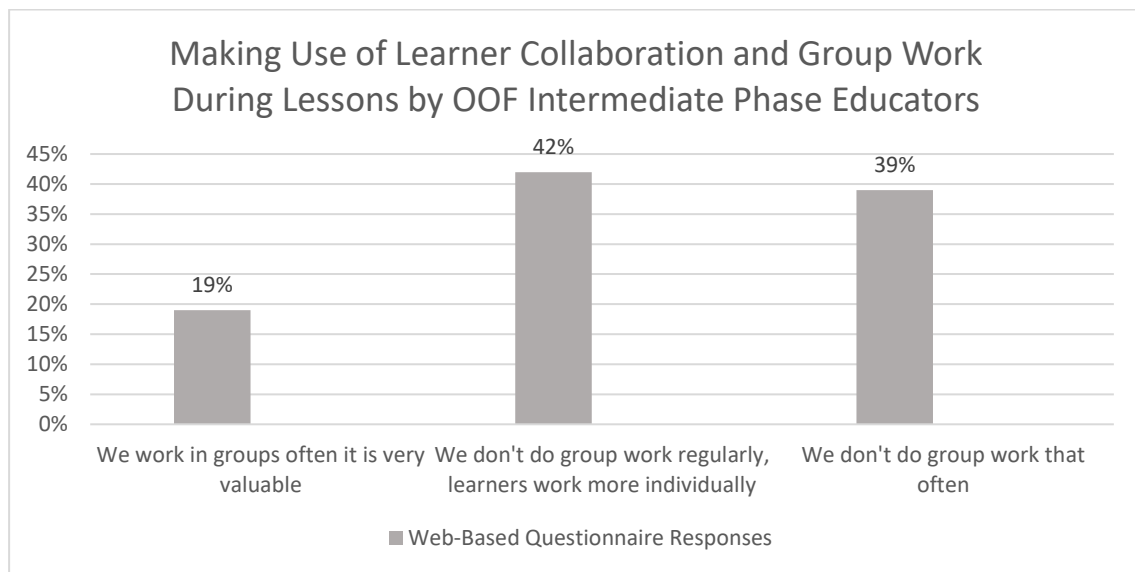


Figure 4-12: Sub-Theme 4.2 - Code Analysis Graph

42% of web-based questionnaire participants stated that learners do not participate in group work regularly and that learners mostly work individually. Only 19% of the web-based questionnaire participants stated that their learners do group work often as it is very valuable. A larger percentage of participants at 39% stated that they do not do group work often. Group work activities are important for learners because these activities encourage the use and development of SDL skills such as communication, problem-solving and collaboration. The majority of the participants are not giving their learners many, or any, opportunities to work in groups which could stifle the development of these important SDL skills.

c) Sub-theme 4.3 -The allowing of learners to select their own learning resources by OOF intermediate phase educators

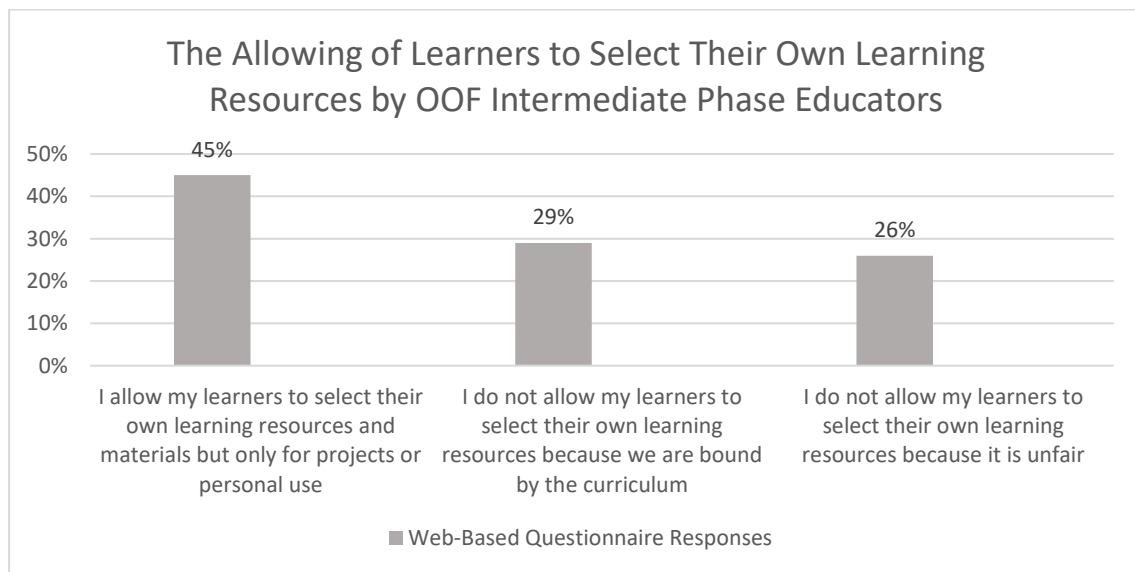


Figure 4-13: Sub-Theme 4.3 - Code Analysis Graph

From the data gathered we can see that the largest portion of responses, 45% of web-based questionnaire responses, indicate that OOF intermediate phase educators allow their learners to select their own learning materials for personal use or projects. The remaining data which is evenly distributed between both code 2 at 29% and code 3 at 26%, indicates that educators feel being bound by the curriculum, as well as unfairness, prevents them from allowing their learners to select their own learning resources. As stated by Knowles in his definition of SDL, the selection of both learning and human resources is a part of being self-directed (Knowles, 1975:18). This means that the opportunity to develop this crucial skill under the guidance of the educator is not being provided sufficiently to the learners at intermediate phase level.

d) Sub-theme 4.4 - The allowing of learners to set their own time goals and manage their time by OOF intermediate phase educators

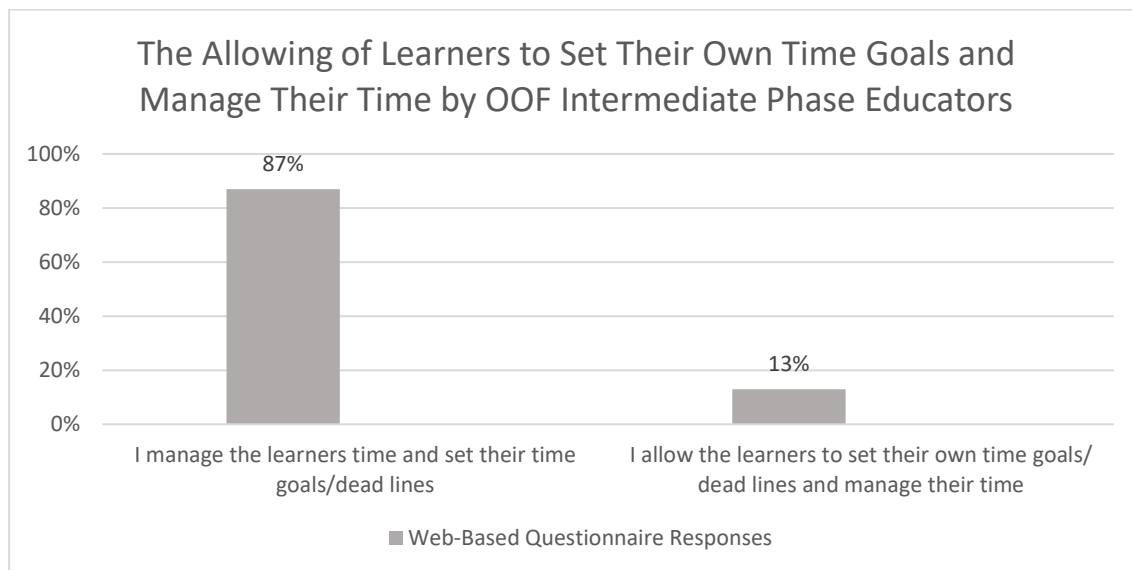


Figure 4-14: Sub-Theme 4.4 - Code Analysis Graph

When looking at the responses it can be seen that a very small percentage of OOF intermediate phase educators allow their learner to set their own time goals or even manage their own time at all, according to the web-based interviews at only 13%. A very high 87% percent of the participants manage their learners' time and set their time goals and deadlines for them. Knowles acknowledged in his definition of SDL that time management is a SDL skill (Knowles, 1975:18). This means that the majority of learners in the OOF intermediate phase educators' classrooms are not learning how to apply this skill sufficiently at intermediate phase level.

e) Sub-theme 4.5 - The allowing of learners to set their own learning goals/outcomes by OOF intermediate phase educators

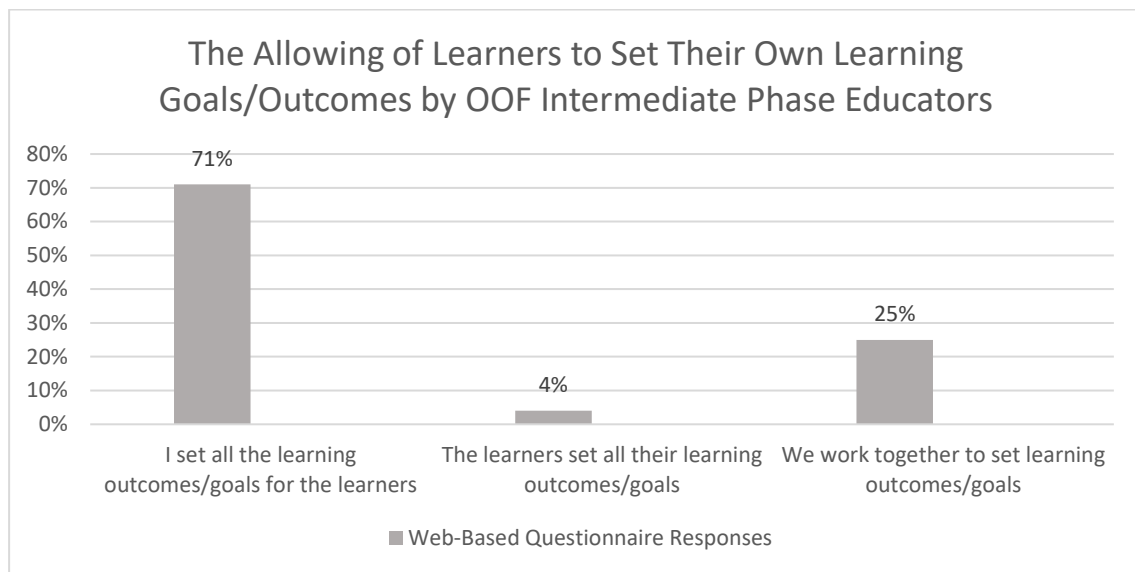


Figure 4-15: Sub-Theme 4.5 - Code Analysis Graph

The highest percentage of web-based questionnaire responses at 71% indicate that OOF intermediate phase educators take it upon themselves to set all of their learners' learning goals. Only a very low percentage of OOF intermediate phase educators at 25% of web-based interview participants collaborate with their learners to set the learners' learning goals. 4% of educators state that the learners set their own learning goals. Goal setting and setting of learning outcomes was identified in Chapter 2 as SDL skills. The majority of participants do not allow their learners the opportunity to develop this SDL skill (71%) and a low percentage of educators are working with and guiding their learners in the development of this skill (25%). More should be done to assist educators to help develop this SDL skill from an intermediate phase.

4.4.5 Theme 5: The challenges experienced by OOF intermediate phase educators and their effect on the development of SDL skills in their learners

a) Sub-theme 5.1 - Challenges faced by intermediate phase educators in preparing for OOF lessons

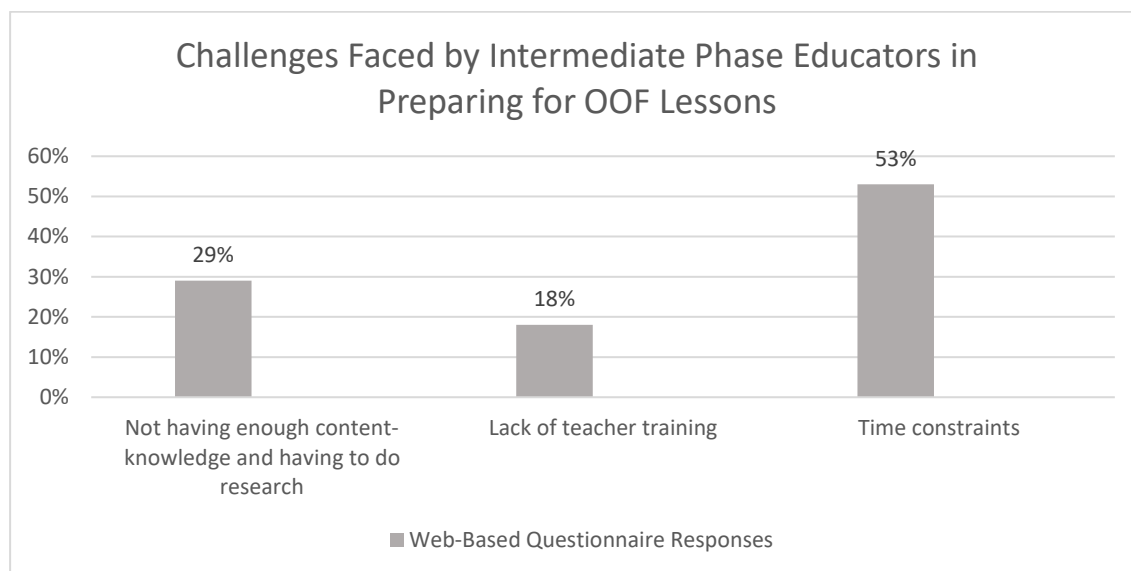


Figure 4- 16: Sub-Theme 5.1 - Code Analysis Graph

When diving into whether OOF educators experience challenges in preparing for their OOF lessons, three main codes presented themselves from the interviews. The code that was most popularly selected by the web-based questionnaire participants at 53% was code 3, indicating that time constraints is the most popular challenge faced when preparing for out-of-field lessons. This was followed by 29% of participants indicating that not having enough content knowledge and having to research was a challenge they face. 18% of the participants indicated that lack of teacher training was their main challenge in preparing for OOF lessons. It should also be noted that these three codes or options are not the only challenges that OOF educators face, but rather the three that were most prevalent in the semi-structured interviews which generated the codes. More should be done to understand and alleviate these challenges from the OOF educators.

b) Sub-theme 5.2 - The consistency of teaching methods used by OOF intermediate phase educators in out-of-field lessons versus in-field lessons

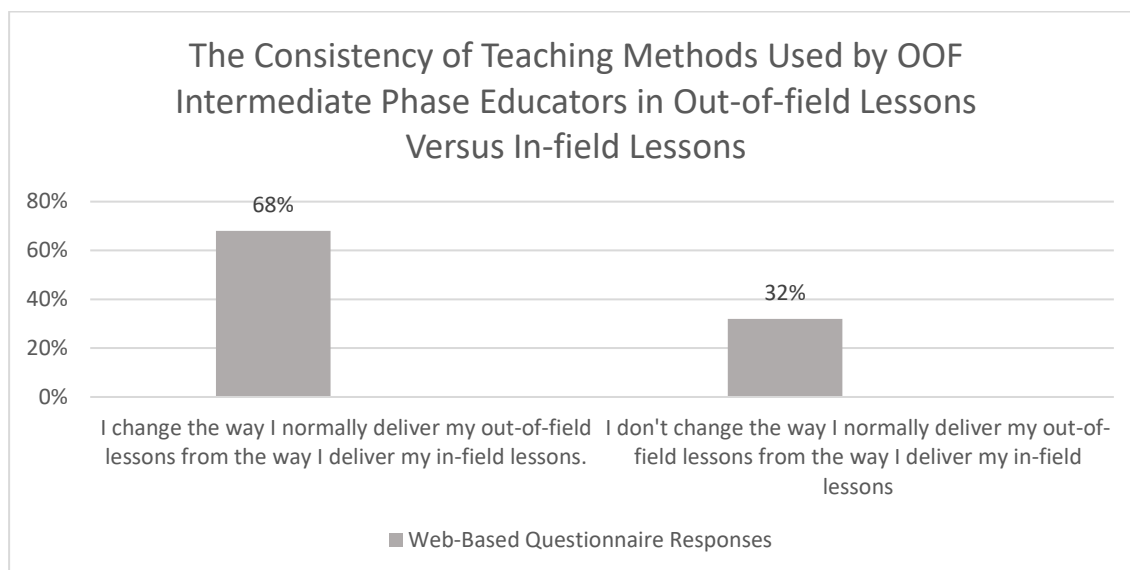


Figure 4-17: Sub-Theme 5.2 - Code Analysis Graph

In Figure 4-17, we can see that a large percentage of web-based questionnaire participants change the way they would normally teach or deliver lessons when they are teaching out-of-field at 68% of participants. In contrast, 32% of the participants stated that they do not change the way the deliver lessons OOF. This could mean that OOF educators might switch between learner-centred and teacher-centred methods depending on if they are teaching in- or out-of-field. It is important to do research diving into the details of this data and it has been noted in this study that learner-centred teaching methods leads to more development of SDL skills.

c) Sub-theme 5.3 - Teaching in-field versus teaching out-of-field

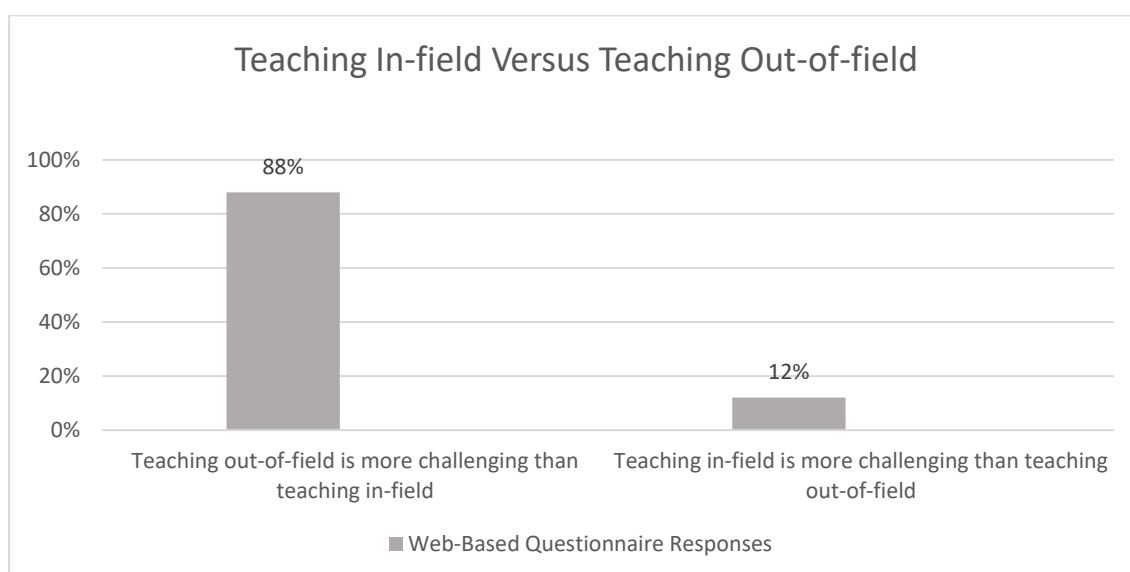


Figure 4-18: Sub-Theme 5.3 - Code Analysis Graph

A very high percentage of 88% of participants agree that teaching out-of-field is more challenging than teaching in-field, while 12% of the participants stated that teaching in-field is more challenging than teaching out-of-field. The high percentage of educators who indicated that OOF teaching is more challenging shows that there is a high percentage of OOF educators who find their jobs and daily tasks challenging which could lead to stress and a dip in the quality of education being provided, and of course, a potential lack of focus on the development of SDL skills.

d) Sub-theme 5.4 - The perception OOF intermediate phase educators of the achievability of facilitating SDL in OOF contexts

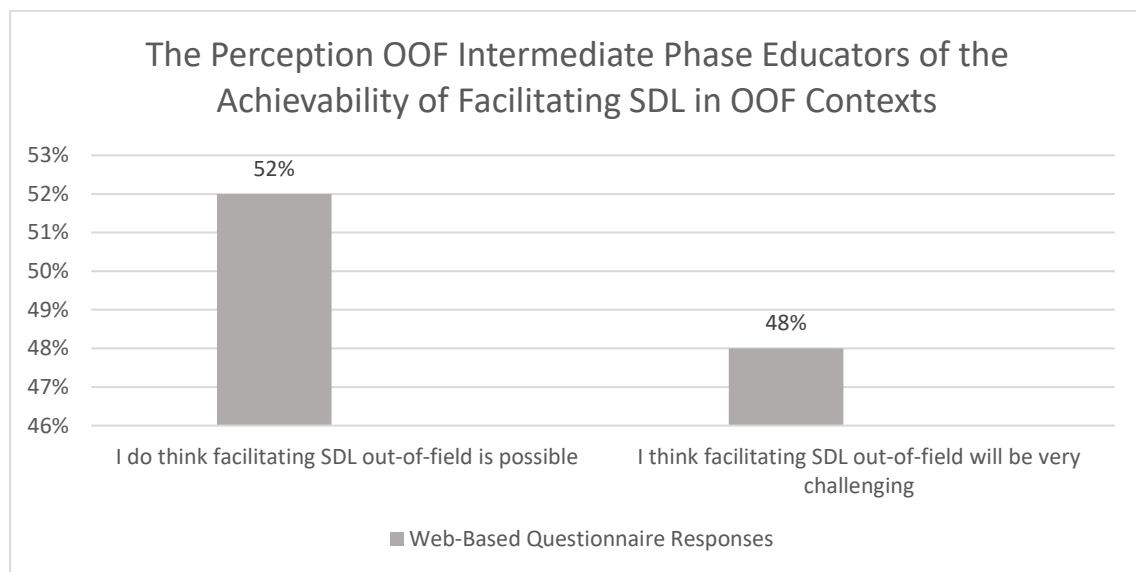


Figure 4-19: Sub-Theme 5.4 - Code Analysis Graph

A high percentage of participants from web-based questionnaires noted that teaching OOF is challenging which is indicated in Figure 4-18 under sub-theme 5.3. In spite of this the web-based questionnaire participants provided an almost even split between those who feel facilitating SDL can be done out-of-field at 52%, and those who think it would be very challenging to achieve at 48%. The fact that more than half of the educators indicated that they feel SDL facilitation can be done in an OOF context is important because many educators throughout South Africa and the globe operate within this phenomenon, and if they believe it can still be accomplished despite the challenges they face, there is hope for the development of SDL skills within this very specific context. That being said, there is still a fairly large percentage of OOF intermediate phase educators who feel it is not possible and as it will be practically impossible to eradicate the OOF phenomenon, all education stakeholders need to see how we can make the facilitation of SDL in OOF contexts more achievable.

4.5 CHAPTER SUMMARY

The combination of the analysis of both the qualitative data (interview participants) and the quantitative data (web-based questionnaire participants) provided a rich view of the OOF phenomenon and how these intermediate phase educators experience SDL. The participants were made up of a diverse group of individuals which also added to a holistic view of the phenomenon. The data was analysed sequentially, starting with the semi-structured interviews, followed by the web-based questionnaires. The analysis of the semi-structured interviews produced a set of findings categorised under sub-themes which fell under five main themes which link to the five secondary research questions. The quantitative data was then presented in bar graphs to indicate the percentage of the prevalence of the codes identified under specific themes and sub-themes. The calculation of the percentage differences displayed how each code was experienced within a theme by the participants. This was done in order to bring validity to the data through methodological triangulation as well as to address the sub-question of the study. The sub-themes that indicated the highest percentage differences indicate those codes and sub-themes that are experienced differently by the interview participants to the web-based questionnaire participants. This showed if the findings stated under the qualitative analysis were experienced similarly by the larger sample group. Each theme, sub-theme and code has provided insight into how OOF intermediate phase educators experience SDL.

CHAPTER 5:

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

The researcher's interest in the out-of-field phenomenon and SDL led to the defining of the primary research question and purpose of this study. The study's intent was to explore what experiences out-of-field intermediate phase educators have with self-directed learning. Once the research problem and research questions were stated in Chapter 1, the researcher provided deeper insight into the OOF phenomenon and its connection to SDL within the intermediate phase in Chapter 2. The research methodology, philosophical underpinnings and various procedures were detailed in Chapter 3. Chapter 4 delivered the analysis of the data collected in line with the procedures outlined in Chapter 3. This final chapter will combine and present all the findings of the study as well as offer recommendations for further study.

5.2 INTEGRATION OF DATA

This section shows an integration of the two sets of collected data by combining the qualitative and quantitative findings to provide a comprehensive understanding of the data leading to responses to the research questions. There are comparisons and contrasts between the data sets displaying the results from both phases of the research, while using the information presented in Chapter 2 to explain the findings. This section allows the researcher to provide a more nuanced understanding of each secondary research question which, in turn provides a holistic understanding of the primary research question.

5.2.1 Theme 1: The types of teaching and learning strategies or methods OOF intermediate phase educators use to deliver their subject content

a) Sub-theme 1.1 - OOF intermediate phase educators' classroom environment

There was a slight difference in views on the classroom environment between the web-based questionnaire participants. From the larger sample of OOF intermediate phase educators represented by the web-based questionnaire participants, the majority of their classroom environments were structured, routine orientated and set up in rows. But this high percentage of participants was closely followed by a fairly large percentage of participants who indicated that their classroom environments were relaxed in nature and encouraged learners to talk and discuss. This sentiment was shared by the semi-structured interview participants who also indicated that the majority of their classroom environments are relaxed, not very strict and learners are encouraged to talk/discuss. This could indicate that the OOF intermediate phase classroom is more set up to encourage learner-centred teaching methodologies rather than teacher-centred

methodologies. As discussed in Chapter 2, SDL skills are developed through active construction by the learner through learner-centred constructivist and social constructivist instructional pedagogies (Moate and Cox 2015:379). This data could show that OOF intermediate phase educators are providing learners with the opportunity to actively construct and develop their SDL skills through their learning environments and teaching styles. It can be said that there is a slight discrepancy between the larger sample of web-based questionnaire participants as there were still a large portion of these participants who indicated a classroom environment that is more conducive to teacher-centred teaching styles, which is not considered the most effective at facilitating the development of SDL skills in the classroom. This difference in opinion in terms of this sub-theme among all the studies' participants suggests that this sub-theme is experienced in a unique and divided way by the participants.

b) Sub-theme 1.2 - OOF intermediate phase educators' teaching style

A large portion of the interview participants stated that their teaching styles were more aligned to teacher-centred teaching styles, which seems to be disconnected to the type of classroom environment they stated as having in theme 1.1. Once again there seems to be a disconnect between the teaching styles used by the web-based questionnaire participants. This divide, noticed among the web-based questionnaire participants, mirrors the divide indicated by the difference in the classroom environment mentioned above in sub-theme 1.1. As suggested by Gawe *et al.* (2013:187), learner-centred pedagogy would be more beneficial to the learner's development of self-direction. Meaning that further probing into this sub-theme could be done in further studies to gain a better insight into the actual teaching styles used in OOF classrooms and perhaps how to equip and encourage OOF educators to make more use of learner-centred teaching styles as opposed to more teacher-centred styles.

c) Sub-theme 1.3 - Learners' involvement in OOF intermediate phase educators' lessons

In both the interview responses and the web-based questionnaire responses, a significant portion of the respondents indicated that learners are involved in the lessons in different ways throughout the lesson. This is a positive sign that SDL skills could be developing in the classroom as, according to Fernando and Marikar (2017:110), learners' active involvement in the lesson encourages the development of SDL skills. Significantly, there are still a number of participants throughout the study who claim that they do not involve learners in their lessons at all and view the learners as passive receivers of content and knowledge. This could potentially be an area that needs to be addressed in terms of SDL skills development as it has been established in chapter 2 that SDL is linked to actively using SDL skills throughout the learning process (Golightly & Guglielmino, 2015:63).

5.2.2 Theme 2: The awareness OOF intermediate phase educators have of SDL and how to cultivate it

a) Sub-theme 2.1 - OOF intermediate phase educators' awareness of self-directed learning

In both the interview responses and the web-based questionnaire responses more than half of the participants indicated that they had, in fact, heard of SDL before their participation in the study. This is a positive sign for SDL skills development as the more an educator is aware of SDL, the more aware they can be of the specific skills a person needs to be self-directed in their learning and to facilitate the development of these skills in their learners. Only a small number of the participants from both phases of the study had not heard of SDL before.

b) Sub-theme 2.2 - OOF intermediate phase educators' perception of their learners' ability to be self-directed learners in a school environment

As outlined in Chapter 2 Grow's staged self-directed learning (SSDL) model and many other learning theories suggest that children can present as self-directed in their learning at different levels or stages throughout their cognitive development (Grow, 1991:142). Despite these noted models, theories and studies only a small portion of participants from both phases of the study indicated that they felt children of any age could be self-directed. This might suggest that OOF intermediate phase educators perceive that the ability to be self-directed comes with age or maturity. Although, keeping with Grow's SSDL model we know that people can be self-directed at different stages - SDL is not an all or nothing concept.

c) Sub-theme 2.3 - OOF intermediate phase educators' perception of if self-directed learning can be developed over time

Almost every single participant in the study indicated that they believe that SDL and its accompanying skills can be developed within a person over time. This perception of the development of SDL held by the OOF educators links to the ideas shared by Grow in his SSDL model, as well as in the progression of cognitive development expressed by Piaget and Vygotsky as outlined in Chapter 2. This consensus held by the participants under this sub-theme suggests that it is experienced very similarly by almost all the participants.

5.2.3 Theme 3: The consideration of the development of 21st century and SDL skills by OOF intermediate phase educators

a) Sub-theme 3.1 - OOF intermediate phase educators' awareness of 21st century skills

As outlined in Chapter 2, many of the skills identified as required to navigate the 21st century are linked to the hard and soft skills employed by a person when they are being self-directed (Robinson & Persky 2020:295). There was a difference in the data collected in the qualitative and quantitative phases as the majority of the semi-structured interview participants stated they had not heard of 21st century skills while the majority of web-based questionnaire participants noted that they were aware of 21st century skills. This could suggest that the responses provided by the interview participants might be occurring in isolation and may not be an accurate representative of the population as a whole. This could also indicate that even though OOF educators are aware of SDL they might not be fully aware of what skills and competencies a person needs to possess and display in order to be self-directed.

b) Sub-theme 3.2 - OOF intermediate phase educators' consideration of the skills learners will need after formal schooling

As stated by Morris and Rohs (2021:2) in the case of SDL people should enter adulthood with the skills and competencies of a self-directed individual. Through this view SDL is a vital competency for adults to possess and the skills that enable a person to be self-directed should therefore be developed throughout their lives. It is a positive sign that a large portion of the study participants both in the semi-structured interviews and in the web-based questionnaire indicated that they have considered the skills they think learners will need after school already at an intermediate phase level.

c) Sub-theme 3.3 - OOF intermediate phase educators' consideration of the development of SDL and 21st century skills in their lessons

In both phases of the data collection the participants indicated that they do actively consider the development of the indicated SDL and 21st century skills in their classrooms, and when it is not being actively considered by the educators, many of them believe that it does occur throughout the lesson. This means that many of the OOF educators are considering the skills their learners will need after school from the intermediate phase already and if they focus on the development of specific 21st century skills that learners need to be self-directed, they could be self-directed in their learning sooner rather than later, which is the thought expressed by Morris (2019:621).

d) Sub-theme 3.4 - The perceived importance of self-directed learning in the 21st century by OOF intermediate phase educators

After reading both Information Sheet A and B (see Annexure B) every participant from both phases of the study agreed that SDL is an important competency to possess in the 21st century. It is valuable that the OOF educators recognise the importance of being self-directed in the 21st century as they echo the idea expressed by Jaleel and Anuroofa (2017:1849) that SDL is a competency made up of skills people need to successfully manoeuvre their way through the 21st century.

5.2.4 Theme 4: The facilitation of SDL in OOF intermediate phase educators' classrooms

a) Sub-theme 4.1 - Making use of real-life problem-solving during lessons by OOF intermediate phase educators

The application of skills needed to solve problems such as critical thinking, self-reflection and metacognition are all SDL skills, and when learners are given the opportunity to solve real-life problems, they have the opportunity to develop their SDL skills (Maluleka, 2020:490). In both the semi-structured interview participant data and the web-based questionnaire data, the participants indicated that they do provide real-life problem-solving opportunity during their lessons.

b) Sub-theme 4.2 - Making use of learner collaboration and group work during lessons by OOF intermediate phase educators

Robinson & Persky (2020:295) identified collaboration as a soft skill that a person needs to possess in order to be self-directed. This concept was explored in Chapter 2, where it was noted by Moate and Cox (2015:383) that when people collaborate with others, they also develop other SDL soft skills such as communication, problem-solving and critical thinking. Unfortunately, the majority of the participants from both phases of the study indicated that they do not provide many group work activities or opportunities in their lessons. That could mean that critical SDL soft skills, such as those mentioned by Moate and Cox, aren't being developed or exercised enough in classroom environments at the intermediate phase level. This is also a strange occurrence as many of the participants noted that their classroom environments lend themselves to talking, discussion and freedom. This could indicate that although the environment is set up that way, it is not being used as effectively as possible to develop SDL skills. This phenomenon should be further researched to provide reasons as to why or why not OOF intermediate phase educators employ group work and collaboration methods - or not - and how effectively they do so in terms of SDL skills development.

c) Sub-theme 4.3 - The allowing of learners to select their own learning resources by OOF intermediate phase educators

In keeping with Knowles' 1975 definition of SDL, which has been used as the guiding definition for this study, the ability to select appropriate human and learning resources is a part of being self-directed (Knowles, 1975:18). Most of the participants throughout the study indicated that they do not allow their learners to select their own learning resources, except in certain circumstances such as for personal use or projects. This means that although learners are being provided the opportunity to select their own learning materials it is mostly for personal use, which means there might not be enough guidance for learners when it comes to learning how to select the best learning materials for specific learning tasks. The specific mention of 'unfairness' by the interview participants lead to the development of this code and could be indicative of underlying socio-economic issues and low access to a wide selection of resources by the learners.

d) Sub-theme 4.4 - The allowing of learners to set their own time goals and manage their time by OOF intermediate phase educators

Grow (1991:129) indicated in his SSDL model that at SDL stage 2 the role of the educator is to start training the learners in SDL skills such as time management. For both sets of participants the majority of the educators indicated that they mostly manage their learners' time for them. This could indicate that intermediate phase learners in OOF educator classrooms are not being given the opportunity to exercise or develop this crucial SDL soft skill.

e) Sub-theme 4.5 - The allowing of learners to set their own learning goals/outcomes by OOF intermediate phase educators

It is noted throughout Chapter 2 that one of the skills needed to be self-directed is the skill of setting your own educational goals (Knowles, 1975:18). This is the type of SDL skill that can be developed throughout school years, and yet most of the participants indicated that they set most of the educational goals for the learners or that the goals are predetermined by the curriculum guidelines and that the learners don't have a say in them. This could mean that by the time these intermediate phase learners reach high school or adulthood the SDL skill of goal setting could be underdeveloped.

5.2.5 Theme 5: The challenges experienced by OOF intermediate phase educators and their effect on the development of SDL skills in their learners

a) Sub-theme 5.1 - Challenges faced by intermediate phase educators in preparing for OOF lessons

The most noted challenge faced by OOF intermediate phase educators when preparing for their lessons was time constraints. This could be due to the fact that these educators are needing more time to research subject content, gain an understanding of the subject themselves and create learning resources. This sub-theme needs to be researched in more detail to gain a greater understanding of the experience as a whole.

b) Sub-theme 5.2 - The consistency of teaching methods used by OOF intermediate phase educators in out-of-field lessons versus in-field lessons

Both the semi-structured interview participants and the web-based interview participants indicated that they do change the way they teach when teaching out-of-field. This could be due to the lack of subject content knowledge and pedagogical content knowledge, which could affect the educators' ability to adapt their teaching practices to their out-of-field subjects, as noted by Du Plessis and McDonagh (2021:4).

c) Sub-theme 5.3 - Teaching in-field versus teaching out-of-field

There was a major consensus from both sets of data collection that teaching out-of-field is more challenging than teaching in-field and yet, as discussed in Chapter 2, many educators across South Africa and the globe are expected to teach out-of-field for various reasons (Hobbs & Quinn, 2021:621). These results are important to all stakeholders in education as the more challenges educators need to overcome in the classroom, the greater the effect on the quality of education and skills development opportunities being delivered to the learners (Du Plessis, 2018:1482).

d) Sub-theme 5.4 - The perception OOF intermediate phase educators of the achievability of facilitating SDL in OOF contexts

Positively, the majority of both sets of participants felt that facilitating the development of SDL in their classrooms is possible. This perception again links closely to the ideas expressed in the SSDL model, and constructivist and social constructivist learning theories outlined in chapter 2.

5.3 RESPONSE TO THE RESEARCH QUESTIONS

After thorough analysis of the data conducted in chapter 4 and the review of literature conducted in chapter 2, the researcher can respond to the research questions posed in chapter 1.

- What type of teaching and learning strategies or methods do OOF intermediate phase educators use to deliver their subject content?

From the data gathered and presented in chapter 4, and under the integration of data section in Chapter 5, it is evident that there is a division of experiences when it comes to the types of classroom environments which OOF intermediate phase educators provide for their learners. This division could have an influence on the types of teaching and learning strategies OOF intermediate phase educators use. The division of experiences in the classroom environment is also seen in the division in teaching and learning strategies used by the OOF educators although the majority portion indicate that they make use of teacher-centred methods. When it comes to learning involvement throughout the lesson, the participants agree that their learners are fairly active throughout the learning process. The fact that a large portion of the participants make use of learner-centred teaching and learning strategies is positive for SDL skills development, but the majority of the OOF educators that participated in the study still lean more towards the teacher-centred methods, which are not the most effective in encouraging the development of SDL skills in the classroom.

- Are OOF intermediate phase educators aware of SDL?

The majority of the participants throughout the study claimed to be aware of SDL before their participation in the study. There is also a high number of participants who believe that their intermediate phase learners have the ability to be self-directed in their learning in a school environment at some point. It is through this belief that the OOF intermediate phase educators show that they are aware that their learners can display and develop the skills required to be self-directed, and in order to do that they need to have some level of awareness of what SDL is in the first place. When it comes to awareness of SDL at an intermediate phase level the majority of the participants lack deeper awareness of the stages and development of SDL as they tend to only view older learners as having the capability of being self-directed.

- Are the development of 21st century and SDL skills being considered by OOF intermediate phase educators?

There was a slight disconnect between the responses of interview participants and the web-based questionnaire participants under this question. The interview participants did not seem to be aware of 21st century skills, but the web-based questionnaire participants seemed to be aware of them. That being said, the majority of the participants noted that they do consider the skills their

intermediate phase learners will need after formal schooling, and that many of the skills are being developed actively or passively throughout their lessons. All of the OOF intermediate phase educators expressed that SDL is an important competency to possess in the 21st century. Therefore, at the intermediate phase level the development of these skills is being considered to a large extent.

- Do OOF intermediate phase educators facilitate SDL in their classrooms?

The instructional pedagogies for facilitating SDL in the classroom which were outlined in chapter 2, suggest that SDL skills can be developed through problem-solving, learner collaboration and group work; learners selecting their own learning resources; learners managing their own time; and learners setting their own learning goals. Analysis of the data indicated that a large portion of the participants provide their learners with problem-solving opportunities. This will facilitate the development of many SDL skills such as critical thinking, problem-solving and metacognition. Alternatively, the majority of the participants indicated that they do not allow the learners to work in groups regularly, select their own learning resources for specific learning tasks, manage their own time or set their own learning goals. This means there are very few, to no, opportunities provided to the learners to develop SDL skills outside of real-life problem-solving teaching strategies.

- If OOF intermediate phase educators experience challenges, do these challenges have an effect on the development of SDL skills in their learners?

Most of the participants indicated that they change the way in which they deliver their OOF subjects to the way they would normally deliver their in-field subjects. Furthermore, the participants indicated that they experience challenges in preparing for their OOF lessons and that teaching OOF is more challenging than teaching in-field. Many of the participants perceive that the facilitating of SDL skills in OOF contexts is achievable. The challenges OOF intermediate phase educators experience could have an influence on whether they can, and do, facilitate SDL development in their learners or not.

- Can the experiences the semi-structured interview participants have with SDL be generalised to a larger portion of the population?

In many of the cases there were similarities in the data produced by both the semi-structured interview participants and the larger sample of web-based questionnaire participants. Through this methodological triangulation, a good confirmation of how individual themes are experienced at a more general level of the population was provided. But, in some instances there were divides in the data - this was most evident under theme 1, which focused on the teaching and learning strategies used by OOF intermediate phase educators. Unfortunately, the sample size of the web-

based questionnaire participants was also fairly small and may not represent a full statistical view on how each theme is experienced by the complete population. Although the data provided the study with a rich holistic view of the various phenomenon being studied, and many similarities in the experiences held by OOF educators with SDL, on a statistical level it cannot be said that the experiences of the semi-structured interview participants can be generalised to the larger population.

- What experiences do OOF intermediate phase educators have with SDL?

The combination and summarising of the answers to the secondary research questions allows the researcher to provide a response to the primary research question. The experiences of each OOF intermediate phase educator with SDL is unique, but there are certain experiences that are shared by those who fall into this phenomenon. Although the samples used in this study may be too small to create generalisations it is evident that many share similar views. OOF intermediate phase educators tend to make use of teacher-centred strategies, but set up their classrooms to focus on learner involvement. These educators are aware of SDL, but are not fully aware of 21st century skills and the skills a person needs to possess in order to be self-directed. More could be done to increase awareness and assist OOF intermediate phase educators to employ teaching strategies to develop SDL skills in their lessons. Despite these educators facing challenges unique to their circumstances, they still believe that the development of SDL skills in their learners is important and possible. The general experience of SDL and its development at the intermediate phase tends to be positive, but that does not necessarily mean that this development is being facilitated.

5.4 STUDY LIMITATIONS

An initial limitation of the study, which has been noted throughout, is the sample size. The semi-structured interview sample and especially the web-based questionnaire sample could have been larger. This small sample size prevents the generalisation of experiences. One reason for the small sample size is the fact that participants had to fall within a very specific set of criteria in order to participate. Another reason that the sample size was limited was due to the snowball sampling method for the web-based questionnaire - it relied on the questionnaire being shared by participants with others who also fell into the phenomenon.

A further limitation of this study lies in the data collection tool for the quantitative phase of the study. The web-based questionnaire was only available in a digital online format, which could have prevented some people from participating as they might not have had access to, or even received, it in the first place. The reason this format was used for this tool was because it was free and accessible to use by the researcher. Additionally, although it has been noted as a

limitation, this tool was selected because, in theory, it is easy to share and forward, and requires few resources to access. A further limitation of the tool was that it was developed based on the themes and codes produced by the semi-structured interviews. The tool could have presented codes to participants that they did not fully agree with, but were forced to select due to the nature of the tool and the study. The reason this was done was because the tool was designed to identify whether the themes and codes produced by the semi-structured interview participants were experienced in a similar way in a larger sample of the population. This could have changed the experiences held by some of the web-based questionnaire participants slightly.

5.5 RECOMMENDATIONS OF THE STUDY

Based on the responses to the research questions it is recommended that more is done to increase the understanding and awareness among OOF educators of SDL, its accompanying skills and competencies, as well as how to develop these from the intermediate phase onwards. It is also important for education stakeholders to gain a greater understanding of the challenges and limitations faced by OOF educators, and what can be done to lessen these burdens for these educators. It is also recommended that the link between the ability to be self-directed and age needs to be better understood, and the idea that SDL is exclusively linked to adult or higher education needs to be broken down. This will help learners develop the SDL skills and competencies more richly over their whole lives. The breaking down of this barrier will come with increasing awareness among educators as well as supplying educators with upskilling, whether they operate within the OOF phenomenon or not. At a national level it is recommended that more is done to define the OOF phenomenon, track and record its prevalence nationwide and provide adequate support through professional development to those educators who operate within this phenomenon. At the level of tertiary education institutions, it is recommended that more is done to prepare pre-service educators to operate within the OOF phenomenon, provide pre-service educators with training on SDL and how to facilitate its skills and competencies and encourage the generation of high-quality research on the topic of SDL and the OOF phenomenon within an intermediate phase context. At school level it is recommended that more is done to try and curb the allocation of subjects to educators that are outside their field of specialisation, that educators who face barriers attend personal and professional development opportunities, that school management and educators stay abreast of developing trends in SDL development.

5.6 AVENUES FOR FURTHER STUDY

When viewing the totality of the research findings as well as the limitations of the study the researcher suggests that a more comprehensive and specific tool be developed to gauge the experiences of OOF intermediate phase educators with SDL. This can be done through more studies detailing the OOF phenomenon and SDL at the intermediate phase level as there is a

definite gap in the knowledge base in this subject area in South Africa and in a global context. Following this, larger scale studies should be conducted to identify trends and generalisations on the experiences held by OOF intermediate phase educators on SDL. This will equip education stakeholders to better identify ways in which they can assist OOF educators overcome challenges that they experience, gain a better understanding of SDL and its value, as well as aid these educators in the facilitation of the development of SDL skills in their learners throughout the intermediate phase.

5.7 CONCLUDING SUMMARY

Although this study has been conducted on a small scale, it has provided valuable insight into the experiences out-of-field intermediate phase educators have with self-directed learning. There is a general feeling that the educators view SDL and its skills as important for all people to possess after formal schooling. Despite this, due to various challenges and unknown reasons these educators are not providing intermediate phase learners enough opportunity to develop SDL skills in their classrooms and throughout their lessons. There needs to be an increase in awareness of SDL and how to facilitate it throughout formal schooling, starting sooner rather than later, and an increase in upskilling and support for OOF educators in these areas. However valuable the data presented in this study is, more needs to be done to investigate the OOF phenomenon and SDL at intermediate phase level.

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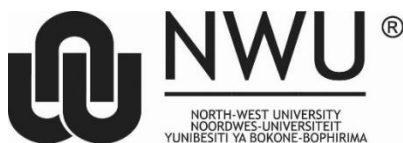
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ANNEXURE A: INFORMED CONSENT FORM



Dear Word of Life Christian School Staff Member
Word of Life Christian School
Cnr of Zee and Lee Avenue
Arcon Park
Vereeniging
1973

Private Bag X6001, Potchefstroom
South Africa 2520

Tel: 018 299-1111/2222

Web: <http://www.nwu.ac.za>

Faculty of Education

Research Unit for Self-Directed Learning

Tel: 031 373 2248

Email: mncedisiM1@dut.ac.za

18 July 2022

PARTICIPANT INFORMATION AND CONSENT FORM

I herewith wish to request your consent to participate in this research, which involves gathering data from members of staff at the Word of Life Christian School as part of a Master's study. Before you give consent, please acquaint yourself with the information below.

DETAILS OF THE RESEARCH PROJECT:

The title of the research project is as follows: the experiences of out-of-field intermediate phase educators with self-directed learning. The primary aim of the research being to identify the different lived experiences out-of-field intermediate phase educators have with self-directed learning.

The data collection process will comprise of one semi-structured interview per purposively selected participant. The semi-structured interview will be held outside of working hours and off school premises once the participants have provided their own individual informed consent to participate in the research project. Participants will be selected on the criteria that they are currently teaching outside of their field of specialisation (OOF educator) and teaching in the intermediate phase.

We trust that the data generated through this research project will provide valuable insight into how out-of-field educators experience self-directed learning and if they develop self-directed learning skills and competencies in their learners from the intermediate phase. This data could provide benefits to both out-of-field educators and intermediate phase learners in the long run. All participant information will be confidential and their identity will be protected.

Your participation in this study is voluntary and will have no effect on your day-to-day functioning at work or your employment in anyway. Participation in the study will also be explained again verbally in detail and should you choose to take part in the study, you may withdraw at any time.

This study has been approved by the Research Ethics Committee of the Faculty of Education of the North-West University and will be conducted according to the ethical guidelines of this committee. Permission was also obtained from the principal and general manager.

ETHICS APPLICATION NUMBER: NWU – 00275 – 22 – A2

FACULTY OF EDUCATION RESEARCH ETHICS COMMITTEE

Contact person: Ms Erna Greyling, E-mail: Erna.Greyling@nwu.ac.za, Tel. (018) 299 4656

If you have any further questions or enquiries regarding your participation in this research, please contact the researchers for more information.

PROJECT SUPERVISOR: Prof. Mncedisi Maphalala

CO-SUPERVISOR: Dr Marisa Verster

MEMBER OF PROJECT TEAM MEd-Student: Kirsten Leigh Farrand

CONTACT INFORMATION: 071 869 3146

kirstenfarrand08@gmail.com

Yours sincerely

Maphalala, M.C., Verster, M. & Farrand K.L

DECLARATION BY PARTICIPANT:

By signing below, I agree to take part in a research study entitled:

The experiences of out-of-field intermediate phase educators with self-directed learning.

I declare that:

- I have read this information and consent form and understand what is expected of me in the research.
- I have had a chance to ask questions to the researcher and all my questions have been adequately answered.
- I understand that taking part in this study is voluntary and I have not been pressurised to take part.
- I may choose to leave the study at any time and will not be penalised or prejudiced in any way.
- I may be asked to leave the research process before it has finished, if the researcher feels it is in my best interests, or if I do not follow the research procedures, as agreed to.

Signed at (place) _____ on (date) ____/____/20____

Signature of participant

Researcher

Signature of witness

ANNEXURE B: INTERVIEW SCHEDULE

Participant Code:
Date:
Section 1
Questions
1. How would you describe your classroom environment? 2. a. During the teaching process, who would you say is in control of the lesson? b. Why are your lessons controlled this way? 3. a. Are your lessons centred around learner involvement? b. Why would you say this is the case? 4. Describe your go-to style of teaching. 5. a. On an average day would you use more teacher-centred methods such as direct instruction or learner-centred methods such as problem-based learning (explain each method if participants are unsure of their meaning) b. Why are these methods your everyday methods?
Section 2
Questions
1. a. Have you ever heard of self-directed learning (SDL)? b. Please provide a description of your understanding of what SDL is. Provide the participant with Information Sheet A – What is SDL? 2. a. After reading the information sheet A, do you think learners can be self-directed within a school environment? b. Why do you say so? 3. a. Do you think that SDL can be developed slowly through time? b. Explain your answer. 4. Have you ever tried to facilitate SDL with or without knowing that you were doing so? 5. Which teaching methods do you think would be best to allow learners to be self-directed. Please describe them.
Section 3
Questions
1. a. Have you ever heard of 21st century skills? b. Please describe what 21st skills are / could be. 2. a. Have you ever considered the skills learners might need to survive beyond their school career? b. Please describe what these skills are / could be?

3. a. Do you think SDL is an important competency for a person to possess? b. Briefly explain your answer. Provide participant with Information Sheet B – List of SDL hard and soft skills 4. a. Do you think focusing on developing these skills is more less important than imparting knowledge? b. Explain why you say so. 5. Do you ever actively consider developing these skills within in your lessons?
Section 4
Questions
1. a. Do you ever provide opportunities for your learners to solve real-life problems within your subject? b. Why or why not? c. If you do, please explain how, you do so? 2. a. Do you allow learners to collaborate and participate in group work regularly? b. why or why not? c. If you do, please describe these times of activities. 3. a. Do you give learners the opportunity to assess their own work? b. why our why not? c. If you do how regularly? 4. a. Do you allow your learners to select their own learning resources? b. why our why not? c. If you do, what type of support or guidance do your provide learners in this process? 5. To what extent are your learners responsible for time management? 6. a. How much of the learning environment is controlled by you? b. please provide detail regarding this. 7. a. Are any of the learning topics selected by the learner? b. why or why not? 8. a. Do you set all of the learning goals or are the learners involved? b. why or why not?
Section 5
Questions
1. a. After hearing what SDL is and some of the skills involved in the development of SDL as a competency would you consider facilitating the development of SDL skills in your class? b. Why or why not? 2. What would you consider as everyday challenges you face in preparing for your OOF lessons?

3. What would you consider as everyday challenges you face when delivering your OOF lessons?
4.
 - a. Do these everyday challenges affect the teaching methods you use?
 - b. Why or why not?
5.
 - a. Would you consider teaching OOF more or less challenging than teaching in your field of specialisation?
 - b. why would you say so?
6.
 - a. After learning about SDL and SDL skills do you think facilitating these skills would be achievable in an OOF context?
 - b. Why or why not?

Information Sheet A – What is SDL?

- “a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes" Knowles (1975:18)

Information Sheet B – List of SDL Hard and Soft Skills

- Hard skills = technical skills
 - goal setting, selecting of resources, planning, self-assessment, strategy selection
- Soft skills = non-technical traits
 - communication, problem solving, time management, critical thinking, communication

ANNEXURE C: WEB-BASED INFORMED CONSENT AND QUESTIONNAIRE

1/30/23, 3:45 PM

The Experiences of Out-of-Field Intermediate Phase Educators with Self-Directed Learning

The Experiences of Out-of-Field Intermediate Phase Educators with Self-Directed Learning

Primary Aim

- The primary aim of this web-based questionnaire is to identify the different lived experiences of out-of-field intermediate phase educators have with self-directed learning.

Key Terms

- Intermediate phase educator: an educator teaching learners in the grade 4 to 6 range.
- Out-of-field: an educator who is teaching a grade or subject outside of the grade or subject they specialized in during their teacher training.

* Required

Participant Informed Consent and Indemnity Form

Please read through and complete the following informed consent and indemnity form. You will not be able to complete the web-based questionnaire without doing so.

1. 1. Informed Consent ★

The data collection process will comprise of one web-based questionnaire. The web-based questionnaire will be completed at a time and place of the participants convenience once the participants have provided their own individual informed consent to participate in the research project. Participants will be selected on the criteria that they are currently teaching outside of their field of specialization (OOF educator) and teaching in the intermediate phase.

We trust that the data generated through this research project will provide valuable insight into how out-of-field educators experience self-directed learning and if they develop self-directed learning skills and competencies in their learners from the intermediate phase. This data could provide benefits to both out-of-field educators and intermediate phase learners in the long run. All participant information will be confidential and their identity will be protected.

Your participation in this study is voluntary and will have no effect on your day-to-day functioning at work or your employment in anyway. Participation in the study will also be explained again verbally in detail and should you choose to take part in the study, you may withdraw at any time.

1. I have read this information and consent form and understand what is expected of me in the research.
2. I understand that taking part in this study is voluntary and I have not been pressurised to take part.
3. I may choose to leave the study at any time and will not be penalised or prejudiced in any way.
4. I may be asked to leave the research process before it has finished, if the researcher feels it is in my best interests, or if I do not follow the research procedures, as agreed to.

Mark only one oval.

☐ I have read the above and provide my informed consent

2. 2. Indemnity Form

*

I hereby indemnify the North-West University ("NWU") and/or any of its office-bearers and staff (temporary or permanent) against any liability in respect of personal losses and/or damages suffered by me or any other person arising from or resulting as a consequence of my participation in the research entitled

The experiences of out-of-field intermediate phase educators with self-directed learning.

(Ethics number) NWU – 00275 – 22 – A2

(the "Research"), and hereby hold harmless the NWU against above-mentioned liability.

I confirm that I voluntarily consent to participate in the Research, and that I was in no way forced or coerced by the NWU to participate in the Research, and that the waiver and release shall apply to any claims that may arise during and/or after the Research.

Mark only one oval.

☐ I have read the above and undersign the indemnity form

3. Demographic Information: Gender *

Mark only one oval.

- ☐ Male
- ☐ Female
- ☐ Prefer not to say

4. Demographic Information: Race *

Mark only one oval.

- ☐ Black / African
- ☐ White
- ☐ Mixed Race
- ☐ Indian
- ☐ Other
- ☐ Prefer not to say

5. Qualification Type *

Mark only one oval.

- ☐ Bachelor of Education (B.Ed)
- ☐ B.com/B.A/B.Sc (or other) and Postgraduate Certificate in Education (PGCE)
- ☐ Other

6. Qualification Type: If you selected "other" please specify.

SECTION
1

Research Question being addressed: What type of teaching and learning strategies or methods do out-of-field intermediate phase educators use to deliver their subject content?

7. QUESTION 1.1

*

Select the appropriate response in each case.

Check all that apply.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
My classroom environment is relaxed and not very strict and learners are encouraged to talk/discuss	☐	☐	☐	☐	☐
My classroom environment is structured, routine orientated and set up in rows.	☐	☐	☐	☐	☐
My classroom environment is chaotic and unruly, there are discipline issues.	☐	☐	☐	☐	☐

8. QUESTION 1.2



Select the appropriate response in each case.

Check all that apply.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The teacher is always in control of the lesson.	☐	☐	☐	☐	☐
Teacher is in control of the lesson unless there is group work then the learners control the lesson	☐	☐	☐	☐	☐
There is always a balance between teacher and learner control of the lesson.	☐	☐	☐	☐	☐
The learner is always in control	☐	☐	☐	☐	☐

of the
lesson.

9. QUESTION 1.3

★

From the list below select the option that best describes your go-to teaching style.

Mark only one oval.

- ☐ Learner-centered: My teaching style includes me acting as a facilitator, learners guide the way we work, learners are always interacting with each other
- ☐ Teacher-centered: My teaching style includes narration (telling the content and instructions), explanation and using a white board and textbook.

10. QUESTION 1.4



Select the appropriate response in each case.

Check all that apply.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Learners are not involved in the lesson too often they need to receive content and concepts.	☐	☐	☐	☐	☐
Learners are only involved through answering and asking verbal questions.	☐	☐	☐	☐	☐
Learners are always actively involved throughout the lesson in different ways and encouraged to challenge me.	☐	☐	☐	☐	☐

SECTION
2

Research Question being addressed: Are out-of-field intermediate phase educators aware of self-directed learning and how to cultivate it?

11. QUESTION 2.1

*

Have you ever heard of self-directed learning (SDL)?

Mark only one oval.

☐ Yes

☐ No

Please read the following and use this information to answer the following questions.

Information Sheet A – What is SDL?

"a process in which individuals- take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes" Knowles (1975:18)

12. QUESTION 2.2

*

Select the appropriate response in each case.

Check all that apply.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I don't think it is possible for children to be self-directed in a classroom environment	☐	☐	☐	☐	☐
Children from grade 6 level onwards could be self-directed in a classroom environment	☐	☐	☐	☐	☐
Children of any age could be self-directed in a classroom environment.	☐	☐	☐	☐	☐

13. QUESTION 2.3



Select the appropriate response in each case.

Check all that apply.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Yes, self-directed learning can be developed through mentorship, guidance and it being modelled to them.	☐	☐	☐	☐	☐
Yes, self-directed learning can be developed through practice	☐	☐	☐	☐	☐
Yes, self-directed learning can be developed as it is a natural process for people to go through.	☐	☐	☐	☐	☐
No, self-directed learning cannot be developed in children over time.	☐	☐	☐	☐	☐

14. QUESTION 2.4



Select the appropriate response in each case.

Check all that apply.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I'm not sure if I facilitate self-directed learning but I try to encourage independent thinking.	☐	☐	☐	☐	☐
I definitely do not facilitate self-directed learning in my classroom in anyway.	☐	☐	☐	☐	☐
I coincidentally facilitate self-directed learning to some extent.	☐	☐	☐	☐	☐
I purposefully facilitate self-directed learning.	☐	☐	☐	☐	☐

15. QUESTION 2.5

*

Select the appropriate response in each case.

Check all that apply.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Focus on providing high quality resources and learning materials.	☐	☐	☐	☐	☐
Using learner-centered teaching methods such as projects, problem-solving and real-life application.	☐	☐	☐	☐	☐
Teacher to use different methods of questioning as a technique.	☐	☐	☐	☐	☐
Using teacher-centered teaching methods such as narration, explanation and demonstration and providing knowledge directly to the learner.	☐	☐	☐	☐	☐

SECTION
3

Research Question being addressed: Are the development of 21st-century and self-directed learning skills being considered by out-of-field intermediate phase educators?

16. QUESTION 3.1

*

Have you ever heard of 21st century skills?

Mark only one oval.☐ Yes☐ No

17. QUESTION 3.2

*

Select the appropriate response in each case.

Check all that apply.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I have considered developing the skills learners will need after school a lot.	☐	☐	☐	☐	☐
I have considered developing the skills learners will need after school to some extent.	☐	☐	☐	☐	☐
Have have not considered developing the skills learners will need after school	☐	☐	☐	☐	☐

Please read the following and use this information to answer the following question.

Information Sheet A – What is SDL?

"a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes" Knowles (1975:18)

18. QUESTION 3.3

*

Select the appropriate response.

Mark only one oval.

- ☐ I do not think that SDL is an important competency for a learner to have after school (in the 21st century).
- ☐ I do think that SDL is an important competency for a learner to have after school (in the 21st century).

Please read the following and use this information to answer the following questions.

Information Sheet B – List of SDL Hard and Soft Skills

- Hard skills = technical skills
 - o goal setting, selecting of resources, planning, self-assessment, strategy selection
- Soft skills = non-technical traits
 - o communication, problem solving, time management, critical thinking, communication

19. QUESTION 3.4



Select the appropriate response in each case.

Check all that apply.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Skills are more important than knowledge, skills are used to apply knowledge, knowledge without skill is not useful.	☐	☐	☐	☐	☐
Knowledge and skills are equally important.	☐	☐	☐	☐	☐
Knowledge is more important than skills, knowing facts, content and concepts is more valuable than skills.	☐	☐	☐	☐	☐

20. QUESTION 3.5

*

Select the appropriate response in each case.

Check all that apply.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I actively consider the development of some of the mentioned SDL skills.	☐	☐	☐	☐	☐
I actively consider the development of all these SDL skills mentioned.	☐	☐	☐	☐	☐
I don't actively consider the development of these SDL skills but it does happen throughout the lesson	☐	☐	☐	☐	☐
I don't actively consider the development of the SDL skills mentioned ever.	☐	☐	☐	☐	☐

SECTION
4

Research Question being addressed: Do out-of-field intermediate phase educators facilitate self-directed learning in their classrooms?

21. QUESTION 4.1



Select the appropriate response in each case.

Check all that apply.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
We do real-life problem solving regularly.	☐	☐	☐	☐	☐
We do real-life problem solving if the topic or opportunity presents itself.	☐	☐	☐	☐	☐
I haven't provided the learners with opportunities to solve real-life problems.	☐	☐	☐	☐	☐

22. QUESTION 4.2



Select the appropriate response in each case.

Check all that apply.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
We don't do group work that often.	☐	☐	☐	☐	☐
Learners work more individually than in a group.	☐	☐	☐	☐	☐
We work in groups often.	☐	☐	☐	☐	☐

23. QUESTION 4.3

*

Select the appropriate response in each case.

Check all that apply.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Learners do self-assessment regularly.	☐	☐	☐	☐	☐
Learners do no self-assessment	☐	☐	☐	☐	☐
Learners do self-assessment but mostly to save the teacher time.	☐	☐	☐	☐	☐
Learners do some self-assessment but it could be more.	☐	☐	☐	☐	☐

24. QUESTION 4.4



Select the appropriate response in each case.

Check all that apply.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I allow my learners to select their own learning resources and materials all the time.	☐	☐	☐	☐	☐
I allow my learners to select their own learning resources and materials but only for projects or personal use	☐	☐	☐	☐	☐
I don't allow my learners to select their own learning resources and materials because we are bound by the curriculum	☐	☐	☐	☐	☐
I don't allow my learners to	☐	☐	☐	☐	☐

select
their own
learning
resources
and
materials
because it
is unfair

25. QUESTION 4.5

*

Select the appropriate response in each case.

Check all that apply.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I often allow the learners to set their own time goals/ dead lines and manage their time.	☐	☐	☐	☐	☐
I manage the learners time and set their time goals/dead lines.	☐	☐	☐	☐	☐

26. QUESTION 4.6

*

Select the appropriate response in each case.

Check all that apply.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The lesson is mostly controlled by the learner and what they want to learn.	☐	☐	☐	☐	☐
The lesson is controlled by the teacher and what they want to teach.	☐	☐	☐	☐	☐
There is a balance in control of the lesson between the learner and the teacher.	☐	☐	☐	☐	☐

27. QUESTION 4.7



Select the appropriate response in each case.

Check all that apply.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The learners select what they would like to learn.	☐	☐	☐	☐	☐
We are guided by the curriculum but learners are encouraged to select learning topics for creative pieces and to think diversely	☐	☐	☐	☐	☐
The learners never select topics we only do what is required by the curriculum.	☐	☐	☐	☐	☐

28. QUESTION 4.8

*

Select the appropriate response in each case.

Check all that apply.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I set all of the learning outcomes/goals for the learners	☐	☐	☐	☐	☐
The learners set all of the learning outcomes/goals.	☐	☐	☐	☐	☐
We work together to set the learning outcomes/goals.	☐	☐	☐	☐	☐

SECTION
5

Research Question being addressed: If out-of-field intermediate phase educators experience challenges, do these challenges have an effect on the development of self-directed skills in their learners? Please read the following and use this information to answer the following question.

Information Sheet A – What is SDL?

"a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes" Knowles (1975:18)

Information Sheet B – List of SDL Hard and Soft Skills

- Hard skills = technical skills
 - goal setting, selecting of resources, planning, self-assessment, strategy selection
- Soft skills = non-technical traits
 - communication, problem solving, time management, critical thinking, communication

29. QUESTION 5.1

*

Select the appropriate response in each case.

Check all that apply.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I would consider developing self-directed learning as a competency in my classroom.	☐	☐	☐	☐	☐
I would not consider developing self-directed learning as a competency in my classroom.	☐	☐	☐	☐	☐
I don't think it is possible to develop self-directed learning as a competency with teaching pressures such as keeping up with the curriculum.	☐	☐	☐	☐	☐

30. QUESTION 5.2

*

Select the appropriate response in each case.

Check all that apply.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
A challenge I experience when preparing for my out-of-field lessons is not having enough content knowledge and having to do research.	☐	☐	☐	☐	☐
A challenge I experience when preparing for my out-of-field lessons is lack of teacher training	☐	☐	☐	☐	☐
A challenge I experience when preparing for my out-of-field lessons is time constraints.	☐	☐	☐	☐	☐

31. QUESTION 5.3

*

Select the appropriate response in each case.

Check all that apply.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
A challenge I experience when delivering my out-of- field lessons is learners asking challenging questions that I cannot answer.	☐	☐	☐	☐	☐
I don't experience challenges when delivering my out-of- field lessons.	☐	☐	☐	☐	☐

32. QUESTION 5.4

*

Select the appropriate response in each case.

Check all that apply.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I change the way I deliver my out- of-field lessons from the way I deliver my in- field lessons.	☐	☐	☐	☐	☐
I don't change the way I deliver my out- of-field lessons from the way I deliver my in- field lessons.	☐	☐	☐	☐	☐

33. QUESTION 5.5



Select the appropriate response in each case.

Check all that apply.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Teaching out-of-field is more challenging than teaching in-field.	☐	☐	☐	☐	☐
Teaching in-field is more challenging than teaching out-of-field.	☐	☐	☐	☐	☐

ANNEXURE D: ETHICAL CLEARANCE



Private Bag X1290, Potchefstroom
South Africa 2520

Tel: 018 299-1111/2222
Fax: 018 299-4910
Web: <http://www.nwu.ac.za>

Senate Committee for Research Ethics
Tel: 018 299-4849
Email: nkosinathi.machine@nwu.ac.za

ETHICS APPROVAL LETTER OF STUDY

Based on approval by the Education Sciences Research Ethics Committee (EduREC) on 30 June 2022, the Education Sciences Research Ethics Committee hereby approves your study as indicated below. This implies that the North-West University Senate Committee for Research Ethics (NWU-SCRE) grants its permission that, provided the special conditions specified below are met and pending any other authorisation that may be necessary, the study may be initiated, using the ethics number below.

Study title: The experiences of out-of-field intermediate phase educators with self-directed learning			
Study Leader/Supervisor (Principal Investigator)/Researcher: Prof MC Maphalala			
Student / Team: KL Farrand (MEd student - 26228653), Dr M Verster			
Ethics number:	N	W	U
	-	0	0
	2	7	5
	-	2	2
	-	A	2
	Institution	Study Number	Year
			Status
<u>Status:</u> S = Submission; R = Re-Submission; P = Provisional Authorisation; A = Authorisation			
Application Type: Single study			
Commencement date: 30/06/2022	Risk: Low		
Expiry date: 30/06/2023			
Approval of the study is initially provided for a year, after which continuation of the study is dependent on receipt and review of the annual (or as otherwise stipulated) monitoring report and the concomitant issuing of a letter of continuation.			

Special in process conditions of the research for approval (if applicable):

General conditions: While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, the following general terms and conditions will apply: • The study leader/supervisor (principle investigator)/researcher must report in the prescribed format to the ES-REC: - annually (or as otherwise requested) on the monitoring of the study, whereby a letter of continuation will be provided, and upon completion of the study; and - without any delay in case of any adverse event or incident (or any matter that interrupts sound ethical principles) during the course of the study. • The approval applies strictly to the proposal as stipulated in the application form. Should any amendments to the proposal be deemed necessary during the course of the study, the study leader/researcher must apply for approval of these amendments at the ES-REC, prior to implementation. Should there be any deviations from the study proposal without the necessary approval of such amendments, the ethics approval is immediately and automatically forfeited. • Annually a number of studies may be randomly selected for an external audit. • The date of approval indicates the first date that the study may be started. • In the interest of ethical responsibility, the NWU-SCRE and ES-REC reserves the right to: - request access to any information or data at any time during the course or after completion of the study;

- to ask further questions, seek additional information, require further modification or monitor the conduct of your research or the informed consent process;
- withdraw or postpone approval if:
 - any unethical principles or practices of the study are revealed or suspected;
 - it becomes apparent that any relevant information was withheld from the ES-REC or that information has been false or misrepresented;
 - submission of the annual (or otherwise stipulated) monitoring report, the required amendments, or reporting of adverse events or incidents was not done in a timely manner and accurately; and / or
 - new institutional rules, national legislation or international conventions deem it necessary.

The ES-REC would like to remain at your service as scientist and researcher, and wishes you well with your study. Please do not hesitate to contact the ES-REC or the NWU-SCRE for any further enquiries or requests for assistance.

Yours sincerely



Prof. Jako Olivier
Chairperson NWU Education Sciences Research Ethics Committee

Original details: (22351930) C:\Users\22351930\Desktop\ETHICS APPROVAL LETTER OF STUDY.docm
8 November 2018

Current details: (22351930) M:\05510533\Monitoring and Reporting Cluster\Ethics\Certificates\Templates\Research Ethics Approval Letters\9.1.5.4.1 ES-REC Ethical Approval Letter.docm
5 December 2018

File reference: 9.1.5.4.2

ANNEXURE E: SEMI-STRUCTURED INTERVIEW TRANSCRIPTS

Codename: Educator 1

Interview 11 August 2022 Transcription

Section 1

Farrand K.L - Researcher (Interviewer) 0:00

There we go. Okay, here we go, I think. All right. So, I'm just going to name each section just for my own recording just so I can follow it with the tracking of the themes and stuff. Okay, so section one is referring to the first research question. So, I would like to ask you when you're teaching, you know, obviously, in a classroom by yourself, how would you describe your, like the learning environments in your classroom? Just what's going on?

Educator 1 - Participant (Interviewee) 0:32

Yes, I think it's definitely dependent on the phase. If I'm teaching in foundation phase, it's genuinely a lot more structured, because they need routine. The physical environment is more vibrant. There's lots of posters. It can be busy at times, but like I said, we try and keep it a lot more routine, because they tend to spend or are not as great as the older children. So, so a lot more of a slower pace, and more concentrated. If I'm teaching an intermediate phase and it's a lot more relaxed. The students are more independent, they can focus easily, it's also a lot less strict. Because you can tell the students, this is what we are doing and they can follow whereas with foundation phase, so a lot of repetition, a lot of sternness to just keep them in mind. Yeah.

Interviewer 1:34

Okay, cool. So, the next thing I wanted to find out is during your teaching process, who would you say is in control of the lesson? So, when you're actually physically teaching a lesson, who would you say is leading or in control of the lesson?

Interviewee 1:48

In foundation phase, it will definitely be the teacher. Yeah, the children aren't at grade one, specifically, the children aren't at the level yet to do any learner-centred activities. In the intermediate phase, in interaction, I would say that it's your teacher, say, a teacher learner-centred, so there's a good balance. When I'm teaching, it would also be teacher learner, because you're constantly interacting with them.

Interviewer 2:23

Okay, cool. Why would you say you control your lessons this way?

Interviewee 2:28

In foundation phase, simply because they need routine, they it has to be a controlled environment for your how they receive information, repetition is really a retention. So, you need to lead the lesson for the sake of them being able to grasp it at all. Then, for intermediate phase, I feel they learned based through interaction, through group discussion, allowing them to question you letting them think on their own, so that they can build their own connections to the information. Okay, yeah.

Interviewer 3:03

Okay, cool. The next one I want to ask in this section is, are your lessons centred around learner involvement? So, do you incorporate learner involvement in your lessons at all?

Interviewee 3:16

Yeah, so intermediate phase, definitely a lot. Foundation phase not as much, but you do a lot of questioning. So, then that's when you involve them. So, what do you think? Or? Or rather? Is it this or this? And then you let them kind of think and so that kind of limited questioning. I would say it's probably the... the extent to which we go with learner involvement when you're teaching.

Interviewer 3:44

And these other any other ways you would involve the students in the lesson besides questioning those? How else, if you do, how else would you do it?

Interviewee 3:53

I would say when for foundation phase, if we're doing reading, do you want them to practice. We'll also do a lot of choral work for counting. And then obviously, when you doing art that's completely, we just, this is the brief and then you can let them go at it yeah and then intermediate phase. It's all of the homework and their speeches and that's a lot more learner-centred.

Interviewer 4:23

On a day to day, what would you describe as your go-to teaching style? How would you describe how you teach on a day to day?

Interviewee 4:35

It's also then again, dependent on the phase, intermediate phase. I don't really have a method. Yeah, I don't know, the class will just come in. I know what they have to know. And so, I'll just tell them the content. Ask them if they have questions. Let's discuss it. Okay. Now let's do the questions on it. Do you have problems? Let's work it out together? Yeah, I think it's more of just this is the content that I have to present to you. Yeah, and then foundation phase. Again, it's a lot more structured. And there's a lot of repetition and it rhymes. What can I use that they will

remember this? So, it's like, for instance, vowels. When two vowels are walking, only one is talking.

Interviewer 5:27

Okay, so you used, like, little tricks and stuff.

Interviewee 5:29

Little things like...or this number comes behind. So, it's at your marshmallows and like, little things like that they remember. Yeah.

Interviewer 5:39

Okay, cool. And then the last sort of question for this section, on an average day, would you use more teacher-centred methods such as direct instruction, or learner-centred methods, such as problem-based learning? So, where the learners are given tasks that they have to sort of figure out on their own? Or? Or is it more directed towards you as a teacher in the same time, the lesson on a day to day?

Interviewee 6:07

Foundation phase every day is teacher directed. The whole day, basically. And then intermediate phase, more often than not, I would say to learner-centred, except for when I'm delivering content.

Interviewer 6:23

And then why do you select that sort of method? Why do you choose? What's your reasoning behind it?

Interviewee 6:32

Foundation phase again, repeating myself a lot.

Interviewer 6:35

It's okay.

Interviewee 6:38

They cannot... they don't know enough to build on to the content or to even question - they can't even say, but why? That they don't even know how to do that yet. Grade ones, specifically grade three, they start to question, but my experience in grade one is they just can't. So that's why you do everything until maybe the end of the year, then they start bringing in their questions. And then intermediate phase. Yeah, I don't know. Can you repeat the question?

Interviewer 7:14

No problem. For intermediate phase, when you spoke about your average day to day methods, teacher-centred or learner-centred? The question is, why do you conduct your lessons that way?

Interviewee 7:28

Yeah, I've just learned that it works the best. Yeah. And I also don't really know what I'm doing. Because I learned how to teach while I was teaching. So, it's kind of just what I've found works the best, and I also almost rely on the kids because the first time I taught was first year. And so, I was also learning with them. And so, if I kind of rely on them, I get a gauge of where they are. And if we can, learn the content together. Because when I have taught, it's been things that I haven't studied. The last time I did, it was when I was in intermediate phase. So, by doing the learner centre, or teacher learner, whatever the case may be, then we're kind of learning together and exploring the content together. And then when we come to a problem, let's discuss it and then more often than not lean towards my opinion, because I can use the textbook and whatnot. But yeah, I think it's just us working together and learning together that I found has been yeah, the most successful.

Section 2**Interviewer 8:39**

Okay. Okay, very cool. Those are all the questions for section one. So, would you like a break or? Okay, so we can carry on? All right. So, Section Two has got five questions in as well as just on the next research question. Yeah. So, I want to ask, have you ever heard of self-directed learning? Or the acronym is SDL?

Interviewee 8:40

Hmhm (indicated no)

Interviewer 9:04

Never heard of it before?

Interviewee 9:05

Hmhm (indicated no by shaking head)

Interviewer 9:06

Okay. No problem. If you were to guess, because you're saying you never heard of it before? What would you think that means? What do you what do you think self-directed learning means?

Interviewee 9:14

Probably like self-studying. Like home schooling. Learning. Yeah.

Interviewer 9:20

All right. I'm gonna give you a little sheet. It's called information sheet A and it's just a basic definition from an author called Knowles of what SDL is so you can just quickly have a read - go through it.

Interviewee 9:48

Okay, yeah. So yeah, when they do it on their own. Like independent learning.

Interviewer 9:52

Yeah. Independent learning. So, you can keep that by you, can refer back to it if you want to. So, after reading that little information sheet. Do you think learners can be self-directed within a school environment? So particularly your intermediate, your younger kids in a school environment? Do you think they could do what Knowles says is self-directed learning?

Interviewee 10:15

Definitely. I have just taught grade sevens and grade sixes this past week, and some of them for sure. But in the foundation phase, definitely not. They need a lot more structure.

Interviewer 10:27

Okay. Why would you say you mentioned the grade sixes and sevens? Why would you say that they are capable of that, in your experience?

Interviewee 10:34

I think they're just at the level of being independent, and because of their age, and see where they are in terms of development, they're able to take a little bit more initiative.

Interviewer 10:45

Okay, cool. Do you think that self-directed learning can be developed slowly throughout time? So, within a learner throughout the school process?

Interviewee 10:56

Sure. I think it can be something taught to somebody, you can mentor somebody to become independent in their learning.

Interviewer 11:04

Okay. Have you ever tried to facilitate self-directed learning with or without knowing that you're doing so? So now that you've read the definition, and you maybe have a little bit more of an understanding of what it is. Think back to your teaching experiences. Have you ever maybe even coincidentally, instilled some of this concept in the class?

Interviewee 11:32

Yeah, I think in foundation phase, we do a lot of routine. So, they, for instance, these grade ones, know, after first break, I take out these books, because we're gonna do this book next, and whatever the case may be, so I suppose by having a routine, it gives them the independence to know okay, we doing this, sometimes they'll ask a question as well, ma'am can I do this? And the teacher, the mentor teacher will reply with, you know what to do. And they say, oh, yeah, so she won't assist them anymore. So, I suppose that's a form of your self-learning. So not necessarily content just yet. But routine...school routine and what comes next.

Interviewer 12:14

So different types of skills? Is that what you're trying to say? Not necessarily content, but skills?

Interviewee 12:15

Sure. Yes. I hope that answers your question.

Interviewer 12:24

And in the intermediate phase, how would you feel about something like this being developed through time?

Interviewee 12:32

I think with the direction that society is going into like, being your own boss, and being your own thing of your own company, and whatever the case may be. I think it's definitely a skill to develop. And we just had COVID, where, I mean, all of our schools were online, even varsity. So, you had to self-learn until they had things set up to assist you. So, I think it's something that we should work on in the school and in intermediate phase. I suppose because there's less structure. And the children are accountable for their own stuff. Like if you don't do your homework, it's on you. Suppose that's a way of letting them become, you know, independent and being able to do SDL?

Interviewer 13:25

Yes, yes. Okay, cool. So, thinking back to your teaching experience, and thinking maybe I have, maybe, developed this concept within the learners or given them the skills to be able to do this, maybe perhaps by accident, or intentionally, which teaching methods do you think would be best to allow learners to be self-directed in their learning? So, what sort of methods of teaching or delivering content or knowledge would you say would be the best to allow the learners to express self-directedness in their learning?

Interviewee 14:02

I think a practical way of doing that would be, it's maybe a bit left field but with questioning. What are you doing? Why are you doing this? Why are you taking their book out? For what reason? Where did you come up with that? So that they can actually think and realise what they're doing? But why am I about to do this? So that when they do it in the future, I think kind of what next should I do? What did I do last time so maybe questioning? Yeah, that's my best answer.

Interviewer 14:35

No, that's good. All right. That's the end of section two. Do you need a break?

Interviewee 14:40

Yeah

Interviewer 14:42

Okay, no problem. We'll take a small break.

Section 3**Interviewer 14:44**

Right, are you fine? Okay. We're going on to section three now. Okay, so the next section is going to be on 21st century skills. And the first question is, have you ever heard of 21st century skills?

Interviewee 14:50

No.

Interviewer 14:52

No idea what it is? Like, I don't know what it...what it is. But what's your case of what that could be?

Interviewee 15:05

It's probably a common skill set that this generation has.

Interviewer 15:09

Okay. What sort of skills do you think?

Interviewee 15:13

Working with technology, maybe time management, I don't know. And yeah, that's my best.

Interviewer 15:22

Okay, no problem. And so, you say you've never heard of 21st century skills before. But you mentioned you might think that working with technology or time management would be one. Have you ever considered the skills that your learner's might need to survive beyond their school

career? So, when you're teaching, do you ever think of the skills that they would need outside of the classroom? Or even when you're planning your lessons?

Interviewee 15:48

I actually haven't. I think it's because when you're working with intermediate phase and foundation phase, you still have nine years ahead of you. So, you don't really think of that. In my personal walk, I try, and we're a Christian school - that's the one privilege that I can I try and, you know, influence the Lord as much as possible. So, in terms of treating other people, how you treat other people, personal skills, and what do you call it? Self-management, or those kinds of skills, but in terms of work, and for stuff like that? I haven't thought that far.

Interviewer 16:29

So, I just want to say like you're saying, the interpersonal skills is what you said, right? So, you would say that those skills are important? Yeah. What would you break down as interpersonal skills? Like, if you could put it into a word or two? Like, what sort of examples would you say are interpersonal skills?

Interviewee 16:50

I would say, just how you deal with other people, for instance on the playground? One kid will pick up another kids' marble not knowing that it's his, and then the other one comes and screams and shouts at him. So, then I would sit with them and say hey, like, you can't really do that. How about we do this? So that in the future, because when you're 16, you can't do that in the shop? You know, so I'd say, like that.

Interviewer 17:17

So, I don't want to lead you... but are you referring to conflict management?

Interviewee 17:20

Yeah. Stuff like that. Okay.

Interviewer 17:20

Very cool. So, after reading the little note on self-directed learning and chatting briefly about it, would you say now thinking about the skills needed after school...would you say that self-directed learning is important for a person to possess as a skill or a competency?

Interviewee 17:43

Yes, definitely with the direction that society is moving into.

Interviewer 17:48

Okay, cool. Anything else you'd like to say on that?

Interviewee 17:50

No, thank you.

Interviewer 17:52

Alright no problem, I'm going to hand you another little sheet - it's information sheet B. And this is a list of self-directed, hard and soft skills. So, I've divided them into the hard skills that will be considered self-directed and the soft skills that will be considered self-directed. So, you can just have a look through that and familiarise yourself with it.

Interviewee 18:18

Oh, I see also here communication with soft skills. That's also referring to other questions. Yes, I'm dealing with the children. What do you want to say? What are you trying to say? Okay, then say it. You know, hit your friend or something? Yes, yes. Communication as well. Okay.

Interviewer 18:37

Okay, yeah. So, you can keep that by you, you can look at it whenever you want. If you want me to explain anything on there, just let me know. So, the next question after that little information sheet is, do you think focusing on developing these skills, the ones that are on the sheet, is more or less important than imparting knowledge? So, during the teaching process during the child's school career, would you say that knowledge...knowledge that you can impart is more important or the skills that you see on the list?

Interviewee 19:14

Sho. When you have an education, and you have a lot of knowledge, I feel like your perspective is a lot wider. So, it's, it's definitely important to have a lot of knowledge. But if you don't have the skill set to manage and filter that knowledge, it's almost a waste. So, I think these types of skills are definitely important because you can start with no knowledge but you have a good foundation, okay, then you can go and find knowledge and filter it and organise it and yeah so, I think maybe first to have a decent foundation and skill set. Before having all of this abundant knowledge, yeah.

Interviewer 20:01

Okay, cool. So, you think that they go hand in hand?

Interviewee 20:05

Hand in hand leaning towards a good skill.

Interviewer 20:11

Okay, um, the last question for the section is, do you ever actively consider developing these skills within your lesson? So, I'm not saying you set up a lesson just to teach, for example, on

here soft skills is communication. But when you're teaching do you ever actively consider I need to teach these learners how to do time management or use resources? Or things like that?

Interviewee 20:41

Short answer, no. My teaching experience has basically just been this is the content of just substituted before. So, this is the content. So, then my goal is to just literally go through the content, and I suppose that increases knowledge. So no, I haven't actively thought about this.

Interviewer 21:00

Okay, cool. So that's the end of section three. Are you okay to carry on? Would you like a little break?

Interviewee 21:04

Yeah.

Section 4

Interviewer 21:06

So, this one is going to talk, the section is more about the out-of-field perspective. So just to clarify, the out-of-field is when at university level, you specialise in a particular grade phase or subjects, but then when you teach outside of that specialisation, so that's more what this is focusing on. So, your experiences of teaching, for example, in the intermediate phase, because that is not your specialisation. Okay. So, the first question says, do you ever provide opportunities for your learners to solve real life problems within the class?

Interviewee 21:50

I haven't yet.

Interviewer 21:51

Okay. Is there a particular reason why you've not tried it?

Interviewee 21:58

No, I just think I just haven't thought of it. To do it. Yeah.

Interviewer 22:03

Okay. The next one is do you allow learners to collaborate and participate in group work regularly?

Interviewee 22:11

In intermediate phase this past week? Yes, I did. Let them do a lot of group work. If they have comprehension or questions about content that we just went through. Foundation phase? No, you cannot.

Interviewer 22:28

Why do you allow the intermediate phase learners to participate in group work?

Interviewee 22:33

I think it links back to what we said earlier about how they - it's almost like iron sharpens iron. They learn really well from bouncing off of each other and questioning each other and just discussing the content, think, when you speaking with your friend, it almost builds a better memory than when you're sitting in front of the board and just watching the slides go by. And then in foundation phase. They don't know how you feel – it is grade one. They don't know how yet to have a discussion about content. Yeah.

Interviewer 23:10

Okay. Then the next one is, do you give learners the opportunity to assess their own work?

Interviewee 23:218

Like self-marking?

Interviewer 23:21

Self-mark or...or maybe even come up with the guiding scheme of how to mark like maybe a project? Something like that? Do you ever give that opportunity?

Interviewee 23:31

Yeah, again, I've only ever substituted or I've been on practical. So, I've never actually set up anything just yet. In the intermediate phase, we do let the children mark on their own. But I think that's more for the sake of time. And to cut down on the teachers' workload, and because they are independent, or more independent. Foundation phase - no.

Interviewer 23:57

Okay, and how regularly would you be thinking into the intermediate phase, planning your assessment? How regularly would you allow the learners to self-assess?

Interviewee 24:12

Maybe as often as possible in an informal manner. So, like many spelling tests, and little things like that, but when it comes to exams, where their marks are on the line, we'll leave that to the teacher.

Interviewer 24:29

Would you, or do you ever, allow your learners to select their own learning resources? So, say, for instance, is a topic to be taught? I don't know. Let's just say for instance, energy, would you

allow them to go out and bring their own resources to class or use reuse different resources in class from the peers?

Interviewee 24:52

Yeah, I think you can. But then you also have to take into account that some students can't and so then for the sake of being fair, and not anybody feeling hurt or left out, and I would say rather, let's just use this stuff at school.

Interviewer 25:11

Yeah. Makes sense. If you do allow a learner to use their own sort of resources for whatever reason, would you...what type of support or guidance would you give them in selecting the resources?

Interviewee 25:27

Obviously, you must be credible. So, I would teach them how to know if something's credible. For instance, on the internet, if it ends in .com, it's not credible. So just teach them it must be .ed or whatever. So then if it's an internet resource, it's fine. Or you're encouraging to use National Geographic magazines – an organisation, it's not a YOU magazine. So then just teaching them, yeah, assessing skills, you know, where they can look at something and think this is dodge or like, you know, but I think any type of information is valid until you can break it down and see that it's not valid.

Interviewer 26:12

Okay, cool. The next question says, to what extent are your learners responsible for time management? So that can be anything from an activity in class to completing a project? Like how responsible do you allow the learners to be for their own time management?

Interviewee 26:32

I feel like almost not at all. Because everything is so jam packed in how much time we have, the curriculum is so dense, so you don't really have a lot of time to just play around. Generally, you will wait for the majority of the class to be finished. For instance, here's an activity we are doing it in class, wait for the majority of the students. There's a lot of them that aren't finished by the time the end of the period, okay, do it for homework. But if there's one student, then you say, okay, sorry we all closing, you're going to have to finish at home, whatever the case may be.

Interviewer 27:07

How much of the learning environment is controlled by you? So, while you're teaching, how much are you in charge of, versus the learners.

Interviewee 27:21

It also depends on discipline, for instance. My experience in the foundation phase with the grade one learners, I enjoy being their friend. So now when I have to teach them, well, it's so difficult to get them to all be quiet all to sit still, but with my mentor teacher, she walks in. It's like, she's in control. And they know it. So, for me, I'm still learning how to be in control, but if it's me in foundation phase, you have to be the in control teacher all the time, especially grade one, grade R, grade RR. But I'm still learning how to do that. In intermediate phase, when you're delivering the content, the general atmosphere of the classroom in terms of neatness and how you interact with each other, that's definitely in control with the teacher, or I found, I can be in control with that. But yeah, when they're discussing between their friends, and it is in their (control) and it's also their responsibility. I feel in foundation phase, sure, you constantly have to say like, don't do this, because this is the rule. Don't do it. This is the rule. Whereas intermediate phase, you can almost put it on the wall. These are the rules - follow them. Yes or no? Okay. Not following them. This is, you know, you should have listened the first time. This is what's going to happen now. So, yeah, so foundation phase, you all the time, you have to just push, push, push, push, intermediate phase, you are in control from the outside. But then that's on them to follow the rules and stuff.

Interviewer 29:08

Yeah. Yeah. Makes sense. Okay. The next one is are any of the learning topics selected by the learner. So, have you ever come into the class and, for example, be like, alright, guys, what do you want to learn today?

Interviewee 29:25

I haven't had the opportunity yet. Because, again, I've either selected or just done practical, but I think it will be fun, but also in a more controlled way. I would like to do it, so either this or this.

Interviewer 29:39

To give them an option between something?

Interviewee 29:42

Yeah, I still have a curriculum you have to work through.

Interviewer 29:49

Very good. Why would you give them the option instead of giving them, like, letting them go loose on whatever they feel like?

Interviewee 29:57

Because I can ... well, I don't want them to go loose because, one, we have a curriculum that unfortunately, there's a standard that you have to pass. If you think about matric, there's certain stuff that you have to learn, if you don't know, you're going to fail. So, for that sake, I will give them

an option within the curriculum. But I think also from my personal thing, if somebody's... *yoh* if I have to work through all of the content and you just keep throwing it at me, I get very overwhelmed. But if you say to me, okay, Gabs, sorry, here's two options. To choose which one you want, there almost feels like I get a bit of a break between all of the content and we can do something that's a little bit more fun, that might help me be a little bit easier. So, it might just give me a bit of a break. So, with that perspective, I think for my students, if I can give them an option, might be fun for them, give them a bit of a break. But they're not actually getting a break.

Interviewer 31:05

Do you set all of the learning goals or are the learners involved in their goals? So, if you think of coming into a lesson, do you come in with the mindset of: this is what we have to achieve and you kind of tell the kids, or maybe don't even mention it to the kids but in your mind, you think this is the goal. Or do you involve the learners in saying like, okay where do we want to go with this? Where are we going to end up? Or where are we, where do you want to end up?

Interviewee 31:30

Yeah, I've never done that before. Again, I've never really had the opportunity, I suppose, to do it.

Section 5

Interviewer 31:41

Okay, that is the end of this section, would you like a little break?

Interviewee 31:45

No, I'm fine.

Interviewer 31:46

Are you fine?

Interviewee 31:46

Yes.

Interviewer 31:47

Okay, this is the last section now, this is section five. This is out-of-field teaching and self-directed learning, kind of combined. The first question for section five is, after hearing about self-directed learning and some of the skills, so that's information sheet A and B, is the development of self-directed learning as a competency...would you consider facilitating this development in your class now, after hearing about it and the skills? Do you consider actively developing that in the classroom?

Interviewee 32:21

Definitely, yeah.

Interviewer 32:23

Can you say why?

Interviewee 32:24

I think it's almost looking ahead. We discussed earlier that once you get out of school, you hit varsity and you hit work, society just expects you to be able to be fully independent and to be a critical thinker and to be able to stand on your own two feet. But the reality is that some people aren't naturally like that. They need a lot of assistance and they're not logical thinkers. They can't do things on their own. So, for the sake of people who are like that, who are not, yeah, logical, black and white, straight forward thinkers, I think it's good to have it integrated within the curriculum or the way that we teach.

Interviewer 33:10

Okay cool. What would you consider everyday challenges you face in preparing for your out-of-field lessons? So, when you're coming to teach out of your field of specialisation what challenges do you face in that process?

Interviewee 33:27

I think perhaps changing between the two. So for foundation phase you have to baby them and do everything for them; so in preparation for intermediate phase I also have to tell myself you have to leave them to do things on their own, or you may leave them to do things on their own. Then the activities are completely different or I can think and also time, how long it takes. I can fit a lot more stuff into intermediate phase than foundation phase and then yeah. Preparing for my lessons, again I've only substituted so my lessons are already laid out for me. So, then I, as a substitute teacher, just need to know - is the stuff printed? Do I know which books they have to do the stuff in? Do I know the content myself? So then I will just go through if the teacher left me slides or their textbook, or I'll just brush up on it cause obviously I haven't studied it before, so then in preparation for the lessons I'll just make sure that I at least somewhat... so that the kids and I aren't just like, you know, freewheeling in the classroom.

Interviewer 34:43

What would you consider everyday challenges you face when delivering the out-of-field lessons? The previous question was in preparing for them, and this is when you're actually delivering those lessons, what challenges do you face?

Interviewee 35:00

I haven't faced challenges as yet because...

Interviewer 35:06

Or any difficulties that arise in the class? Or the lesson itself?

Interviewee 35:10

I actually find my own phase more challenging than intermediate phase. So yeah, I think actually, I honestly haven't found any troubles in the intermediate phase just yet. Except for there was this one boy in grade 7 - he's very knowledgeable. So, he would ask me, he's a critical thinker, he would ask me a lot of questions. But why, but why, but why? So, in pure humility, unfortunately for him, I had to say I don't know. So then from a teacher's perspective, there's a challenge because you are the one that he comes to for all of his questions. I suppose that's the only challenge I've had so far.

Interviewer 35:57

Okay cool. Do these challenges affect the teaching method that you use? So, for example you mentioned now, the boy who asked the questions that you couldn't answer. Would that affect the method with which you deliver your lessons, something like that? Maybe even in the future now that you've experienced that challenge?

Interviewee 36:14

Yeah, and it already did. From the Monday to the rest of the week, I changed how I delivered the content from 'I know everything' and 'I know all of this content' to 'guys, let's learn this together and work at it together'.

Interviewer 36:35

Okay, very cool. Would you consider teaching out-of-field more or less challenging than teaching in your field of specialisation?

Interviewee 36:45

Yeah, I do enjoy teaching out of my field that I'm studying more, but it can present a challenge because what I'm studying doesn't equip me for when I'm teaching out-of-field - or in my field, it doesn't equip me for that. I don't know how to answer that.

Interviewer 37:11

That's okay, I think you answered it very well. And then the last question for the last section. After learning a little bit about self-directed learning and the skills, do you think facilitating these skills would be achievable in an out-of-field context? So, you mentioned some challenges that you experienced, you mentioned that it can sometimes affect the way in which you deliver lessons or lessons are delivered in the class. Do you think that teaching out-of-field would affect your ability

to actively teach the self-directed learning or self-directed learning skills? Not teach, but you know, develop that competency?

Interviewee 37:52

I do think that, well, you should be able to teach these skills and I do believe that they should be taught. I think it's how you teach them. Foundation phase in my field will be very elementary, step by step, block by block, you know. But when it comes to intermediate phase, I think it's 'lead by example' and 'what do you think' is more of a democratic approach perhaps as well, so how I teach these skills will definitely be affected.

Interviewer 38:32

Okay cool, well that's my story thank you very much, I really appreciate it. Do you have any questions?

Interviewee 38:39

No, I don't have any questions.

Interviewer 38:41

Okay, cool thank you.

Codename: Educator 2

Interview 17 August 2022 Transcription

Section 1

Farrand K.L - Researcher (Interviewer) 0:00

Okay, are you ready to start? So, the first section is just about your teaching strategies of what you do in class. So that's what all the questions will be about. So, the first question asks, how would you describe your classroom environment?

Educator 2 - Participant (Interviewee) 0:20

I would...I would describe it as a welcoming environment. I would like it to be a welcoming environment. And yes, I'm teaching a language that's foreign to a lot of children, and they struggle with it. So, to make it for them, yeah attracted...attractive, there's the word, so that they will enjoy it, and that they will have fun also, and not only see the negative of the language.

Interviewer 0:54

Okay, cool. The second question says, during the teaching process, who would you say is in control of the lesson?

Interviewee 1:02

I want to be totally in control, always. But it's not always working. Some of the classes, the children take over and try their own discussions, and also try to be funny and get me distracted. But yes, I try to pull them back. And I want to focus on what we are doing and get finished with the lesson

Interviewer 1:26

For sure. And in terms of when, like, while you're teaching, the actual lesson, who is running that?

Interviewee 1:35

Oh, me, but also the children get, how you say it, that I give them a turn. For instance, if I explained, then they must explain to me what I taught them. And if I can apply it before, we're doing it practically in the books, so I want them to give me feedback on what I'm teaching as well.

Interviewer 1:58

Why would you say your lessons are controlled in this way?

Interviewee 2:03

Because it's a language, and I want them to talk or use the language as well. So, when I'm explaining it to them, I want them to give me feedback in the Afrikaans language, that I can get them used to use the language more often. Because they won't use the language, if they can do it in English, they would rather do it in English.

Interviewer 2:25

So that's like a real-life application sort of thing for you.

Interviewee 2:29

Yes, to get them to use the Afrikaans more frequently.

Interviewer 2:34

Okay, cool. Would you say your lessons are centred around learner involvement in the lesson?

Interviewee 2:42

Yeah, I would love to say that, because that's important to me that they involved in the lesson. Because specially, because it's a language, I want them to use the language and if they're not involved using the language, they're not applying it as they should. So, I would love it. I love them to take part. But I encourage them, then if they do take part, it is in Afrikaans.

Interviewer 3:10

Why would you say... okay, you did already say you like it because of the real-life application for that? Could you describe to me your go-to style of teaching? So, the way in which you deliver the content, what would you say is the style that you use?

Interviewee 3:28

I've used different ways. I have the most of my lessons on PowerPoints. So, I use the PowerPoints as well to explain to them and then also using the textbook because it's coming out of the textbook. And then to apply it according to the textbook. Sometimes we just go through the text, and we work out of the textbook. Sometimes, they come and write on the board the words that they need to write, or I use the board to explain, especially when it comes to sentences. It's difficult then to use the PowerPoint. Then we write it, or I write it on the board and I explain in a different colour, how it should be. Especially with the changes, tenses and putting *voegwoorden* (conjunctions) together, then they will have to see how it changes. So, then I do it in different colours that I can see where the word goes and where it changes.

Interviewer 4:36

Okay. On an average day, would you say you use more teacher-centred methods? For example, direct instruction, so you stand in front and you sort of give them the information that they need? Or would you say that you use more learner-centred methods where the learners will go and have to solve problems by themselves?

Interviewee 4:57

I use both because it seems important that they give feedback and solve the problem. But I also try to give them the instructions first, because of the fact that it is a different language and (not) a language they often don't know, to show them what I should do. And then they can work together to solve the problem, or I give them other work sheets that they can, well, have extra confidence if we can say, by using it when they use it together with their friends.

Interviewer 5:35

Okay, and why would you say you use those methods? Sometimes you give and sometimes they solve by themselves? Why do you choose, or how do you choose when you do that?

Interviewee 5:46

I think it also depends on the class. Some classes don't allow you to give them a lot of individual work. And I think if I would be honest, the younger classes I'm struggling with it, where they are getting older, it's easier to give them an instruction. And in a sense, to give a leader the instruction to take lead, where with the younger children, they do want to take lead - all of them, and then it gets a bit 'roary' and noisy, and they don't solve the problems that easy. And it takes so much longer then to solve a problem. So, I would, if I can be honest, rather prefer the older children to do it from grade six, in grade five, the end of the year, sometimes I try it as well. But it depends on the group and the class how to apply it.

Interviewer 6:40

And would you say one of the problems with giving the learners a bit more independence is time constraint?

Interviewee 6:48

Yes, absolutely.

Section 2

Interviewer 6:49

Okay. All right. That's the end of section one. Are you happy to carry on?

Interviewee 6:52

Yes.

Interviewer 6:53

All right. The next section is more about the out-of-field teaching and a little bit of self-directed skills. Okay, so question number one. Have you ever heard of self-directed learning or SDL before?

Interviewee 7:09

No.

Interviewer 7:10

All right, just from the word self-directed learning, what do you think you might think it is, or could be?

Interviewee 7:19

If I would guess, I would say self-directed learning is where you self-train yourself to do a certain direction that you are put into that you're not qualified for.

Interviewer 7:32

Okay, I have a little information sheet, I'm going to give you information sheet A. And it's a definition by an author by the name of Knowles of what self-directed learning is. So, you can just read through that, and then familiarise yourself. If you've got any questions, you can ask me. Sure, okay. Okay, so I'm going to let you keep that little information sheet, if you want to look back at it or read it again, throughout the questions, you're more than welcome to do so. So, after reading the information sheet A, do you think learners can be self-directed within a school environment? So here at the school, do you think the learners could be or do that?

Interviewee 8:29

No, I don't think so. I think they always need a grown up or a leader to lead them in certain directions. They, yeah, I don't think because they're not qualified. And because they're also not disciplined. I think that's most important, the thing that will be negative in doing that with a group of children.

Interviewer 8:56

Okay, so do you think the challenge could be the self-discipline within a learner themselves? Or do you mean like the normal discipline of behaviour in a class?

Interviewee 9:06

No, I'm talking about behaviour. Yeah. Behaviour in class because the children are not that disciplined at behaving anymore in a class and it getting too loud when you let them do things on their own.

Interviewer 9:21

Okay, alright. So, do you think that self-directed learning could be developed within a person or a child throughout time, though?

Interviewee 9:31

Yes, definitely. And there will be in a class children that will be able to do it, and then also children who won't be able. So yes, there will be children. I'm sure if I think now of children, then there will be children that if you start doing it, that will develop and will be able to do it. Yes.

Interviewer 9:50

All right. Have you ever tried to facilitate self-directed learning with or without even realising it? So, if you think about when you describe your teaching style, and after reading the information, do you do you think maybe even coincidentally, in class, you've actually facilitated this in your classroom?

Interviewee 10:11

Yes, no, definitely. Especially when I put the children in groups, I can see when a child is absolutely taking the lead and understood what they need to do. And then they start in applying what they need to apply in directing themselves, but also directing the children, after I have explained to them, yes, I think that it does happen.

Interviewer 10:40

Okay. Very cool. Which teaching methods do you think would be best to allow learners to be self-directed? So, you said sometimes you use a textbook or whatever? What do you think in the

classroom would be best to allow children to be self-directed in any way that you think they might be able to be?

Interviewee 11:03

Sho, I think more when the teachers then teaching instead of using all the other applications, because I think if they self-direct, to my opinion, rather put it like that. They need an example, to follow to be, how do you say it? To understand the needs and understand the goals we are going... moving to, instead of, well, in a sense, you can also give them an example by printing it and telling them this is what the outcome should be. So yeah, there's different ways, I think you can do it. Just rephrase your question again.

Interviewer 11:49

So, I'm asking when you are teaching, so self-directed learning includes all of those skills that you see on the sheet, when you teach, what way of teaching do you think will allow the learners to be able to be self-directed the best, to use those skills and those abilities in the classroom.

Interviewee 12:09

Is maybe to give them the instructions, and then explain to them what the outcome...what your outcome should, or their outcome should be, and then allow them to go and research and do what they need to do on their own as individuals or maybe in a group, because it will also allow them to use other applications. But we are limited in the class at the moment that we can't allow them to use a computer or a thing so the only things they can use is things that I bring with from home. So, I will have to explain to them, this is what we're going to do. And they must come and work together with that in class. So, for instance, if I give them a project, I tell them what the outcome has be - what I need to have, and then they come and do, in a sense, the self-directing by doing what they need to do on their own. They're only used then a dictionary, because they must translate, and they must get the answers or the things they need to put on for instance.

Interviewer 13:21

Okay, so you also mentioned that maybe one of the limitations would be resources, particularly at the school.

Interviewee 13:28

Yes, absolutely, yeah.

Section 3

Interviewer 13:29

All right. Okay, so that's the end of section two. Are you happy to go on?

Interviewee 13:33

Yes.

Interviewer 13:34

Alright, so section three is going to talk a little bit about 21st century skills, and out-of-field teaching, as well. So, the first question asks, have you ever heard of 21st skills?

Interviewee 13:45

No, I have not.

Interviewer 13:49

Okay, just from the name? What do you think it could be? Or might be?

Interviewee 13:56

If I think of the name, it means something in more, what... how you say it in English, more like (applicated) today? Not something from the past, from the future.

Interviewer 14:14

All right. So, have you ever considered skills learners might need to survive beyond the school career? So as an educator or a teacher, have you ever thought, not maybe just content and knowledge but skills that learners might need after school?

Interviewee 14:33

Yes, because I also instead of, for instance, letting them write a letter as usual, like you have to put the address and what what what. I want them to do it, yes, they first copy it and do it by hand, but then they must do it on the computer and send it to me. So, I want them to use that skill that they're going to apply when they're not at school because we're not writing anymore as much as we did, and they must be able to apply it and send it. So, give them the email address, ask them what all the important things will be that they need to also have a good conversation with a person, they don't know what you say.

Interviewer 15:18

Okay, so you've considered maybe as something a skill they would need is using technology.

Interviewee 15:22

Yes.

Interviewer 15:24

Okay. All right. So, you've described that the skills would be using technology, what other skills do you think learners would need in the new, like you said, modern day and age? What about after school? What do you think they might need? Besides using technology?

Interviewee 15:41

I think one of the things is self-confidence. And that is also when we use the fact that I need to speak up - normally an unprepared speech, or unprepared reading. Because you sometimes are put in a spot where you need to say something, and then you're not confident and then you can be a problem if it's in a work situation. I think it's important not only to prepare, but also to be unprepared, even if they don't like it, but that's giving them confidence. And also, especially with an extra language, that they will be able to help themselves in a different country, for instance, or people coming from a different country that I can help them to understand what is our language in South Africa.

Interviewer 16:33

So, in terms of unprepared because I can see the way you speaking about it, you see that it's very important. Would you say that linking to being unprepared and almost put on the spot would be things like being able to communicate exactly what you want to say?

Interviewee 16:48

Yes. Yeah.

Interviewer 16:50

And maybe being able to solve problems without having too much information, being unprepared?

Interviewee 16:58

Yes, yeah.

Interviewer 16:59

Okay. So, after reading the little notes about self-directed learning sheet A, do you think those skills mentioned on there, this communication time management, etc. Do you think skills like that would be important for a learner to have?

Interviewee 17:18

Absolutely, that's also now that you're saying same time management, it's also one thing that I tried to teach them to give them a limited time to prepare for something, they then have the ability to use a dictionary or whatever is available. But then they get, for instance, two periods, or a period and a half, but then it must be finished, and be handed in. So, what is missed then, they losing the marks for and that also, it helps them to work in a timeframe. And then also preparing them for exams, but also preparing them for life, because life is not always giving you time, that you can do as long as you need to but sometimes it's limited. And I have to work in between those borders.

Interviewer 18:08

Okay, cool. Thank you very much. So, I'm going to provide you with information sheet B. And this is a list of hard skills and soft skills that are linked to being able to be self-directed or the competency of self-directed learning. So, you can just look through that, again, if you've got any questions or you're unsure, you can ask me.

Interviewee 18:43

Okay.

Interviewer 16:44

All right. So, my first question after you have a look at those skills, is do you think focusing on developing skills like that on the information sheet is more or less important than giving knowledge to the learners?

Interviewee 19:05

I think they're both important. Yeah, I think it's very important that they learn these skills, both of them hard and soft skills, because that's what they're going to use for life. But the other skills that we, or the knowledge that they get, is also to apply these skills. So, they can't just apply the skills without the knowledge.

Interviewer 19:31

So, you're saying that they go hand in hand, you need to have the knowledge and the skill so that's equally as important?

Interviewee 16:37

Yes, yes.

Interviewer 16:38

All right. And then after seeing the skills on the... on the list, and physically coming into contact with them, do you ever actively consider teaching these skills throughout your lesson? So, while you're teaching them, you do language, so let's say parts of speech, do you think of teaching them communication or whatever?

Interviewee 20:01

No, I don't think about it, but it happens. How do you say it in English again? Spontaneously? Yeah, so it's just, yeah, I think it's worked into a lesson without really knowing that you are teaching the children these skills, because I haven't been looking at skills like this. But if you look at them, they're always in the lessons and most of the time involved in most of the lessons, because it's important that they use these skills throughout a language.

Interviewer 20:40

So, without even knowing it beforehand, now that you've seen it on paper, see that you are actually doing it.

Interviewee 20:46

Yeah, yes, I for sure use them, because if you look at them, they important. Yeah, no, I think I do use most of these skills. Not in every lesson, but during the lessons during a year or during the week. Definitely.

Section 4**Interviewer 21:08**

Okay, that's the end of section three. Okay. Are you happy to go on to section 4?

Interviewee 21:12

Ja, ek wil net a slukkie water vat (Yes, I just want to take a sip of water).

Interviewer 21:14

Yes, please help yourself. Then next section is about how do teachers who teach outside of their field, facilitate these skills in their class. So, you see it already, you kind of noticing that you are doing it. So just a little bit more on that. So, the question the one says, do you ever provide opportunities for your learners to solve real life problems within your subject?

Interviewee 21:40

Yes, because sometimes a topic in a lesson allows you, or allows a child to say, for instance, what would you do? Or how would you solve this problem, and then we drift away from the topic, and then we try to help or solve a problem that they raise in the class. We're not always solving it, but at least I get the opportunity to raise it, and then come forward with whatever the problem is. The other problem, other situations are when it's a learning problem. Yes, we try to help a child in the situation immediately. But it depends on what is raised. And what is the situation to resolve. I think, or do I miss the question?

Interviewer 22:37

No, no. So, I recall earlier on in the conversation, you said to me that you like your learners to speak in Afrikaans because that's a way of applying for real life.

Interviewee 22:50

Yeah.

Interviewer 22:52

So, do you provide your learners situations in the class where, for example, they might have to use Afrikaans in a real-life situation? If you can give an example, maybe of something like that?

Interviewee 22:59

Oh, ok I hear, what...what we do is also with the higher grades - not the small groups yet - is to let them debate with one another. And then I divide the class in groups and then they have a debate. And then they must do it in Afrikaans. So, I use it especially with grade sevens because I feel they are more used to using the language and then it works, but not always works with the smaller children because they first need to get used to the language.

Interviewer 23:38

That makes sense. Do you allow learners to collaborate and participate in group work regularly?

Interviewee 23:46

Not that often. Maybe once a week. And then what I do also is I help them or allow them to help one another to mark the things so they can correct one another and ask questions about it. And then we also work in groups when we do projects. They all bring different things to the project and then they must work together to get the information that's needed for the project. And then when it's a debate, I allow them to go and talk to one another that they can, how you say, can be prepared to communicate in a group with the other group. So, I let them debate or practice that with one another, before they do that. Also, when we for instance solve a crossword or [something] difficult, then I let them work in groups. But creative writing, they must work on their own, language - that is work on their own. So, most of the times they working on their own, I would say more than they work in groups.

Interviewer 25:01

And why would you rather have them working on their own versus collaborating or working with others? Is there a particular reason?

Interviewee 25:09

No. But I think what causes at the moment when you allow them is that they, because of the fact of the language, don't know what to say, then you have one group that wants you to help and another group immediately where that needs answers. So, it's difficult when it's a different, difficult language. I think if it's an English language, or a language where it's more frequently used, I think it's easier, because I need to help a lot when they are trying to do it in Afrikaans. And then also the discipline sometimes is getting out of hand when they are in groups working together.

Interviewer 25:54

So, it's difficult for you to manage, in terms of assisting the learners, but also in terms of a discipline point of view?

Interviewee 26:00

Yes.

Interviewer 26:02

Okay. Do you give learners the opportunity to assess their own work?

Interviewee 26:07

Yes.

Interviewer 26:08

All right. And how regularly would you do that?

Interviewee 26:12

I do it very regularly, especially with older grades, again, especially from grade five onwards, grade four, I allow them also to mark but then I still take it in and mark it afterwards. I want them to see where they make the mistakes, and to do the corrections. Because to me, it feels if they're not knowing where and I do all the corrections they don't learn. And there's no teaching with that, if they don't know what they should be doing. So yes, I allow them a lot and I also use the PowerPoints, or putting it on a...on the screen that they can see exactly what it should be, before they correct their work.

Interviewer 26:57

Have you ever sort of allowed the learners to create their own criteria? So, for example, if you make...if the project is a poster, on an animal, for example, do you ever allow them to say, oh, this is what the outcome should be...the learners, you allow them to say 'this is what the poster should look like'. Or it is neat, or it isn't neat, they can decide?

Interviewee 27:24

Yes, I allow the children to mark one another's.

Interviewer 27:30

Okay. So, peer assessments?

Interviewee 27:31

Peer assessment, and then also class assessment. There are certain projects, or a poem that they write, and then they say it to the class, and then the class help to decide what the mark should be.

Interviewer 27:48

Do you, or do you allow your learners to select their own resources, their own learning resources? So, for example, within the classroom, the books that they read or things like that?

Interviewee 28:03

Oh yeah, especially for the...for themselves, the class readers, I can only use what I have, I would sometimes like that we have more readers available. But that's not the case. And it's also difficult, because again, if they read in class, every child, if I read the same book, it's easier to explain where if they read the different books, I must walk to every child and explain what they don't understand. But they choose their own readers every...well, whenever they finished, they can come and change a book, I have readers on the shelf. They choose their own reader according to what their levels are and then they read and then also every term there must be a book review then on the book they chose, not the book I have.

Interviewer 28:57

Okay so that's not the class reader that's on their own reader?

Interviewee 29:00

Yes.

Interviewer 29:01

Okay. And then you said you do support...you do supply some of the resources in the class? Do you ever give guidance to the learners to help them choose resources that they might use in a class or help them see which resources are good resources or bad resources? For, for example, your posters and stuff like that?

Interviewee 29:25

Yes, I explain to them where to find what they need. But I'm also limited in that sense. I have only a few things that I can explain to them what to use, and a few resources available that I know of that I can tell them to use. But a little bit yes, but not that much.

Interviewer 29:54

Okay. Right. And to what extent are your learners responsible for time management? So, in terms of if you give them an activity or whatever in class, do you allow them to decide how long it's going to take them to finish? Or if you even give a goal, say, for instance, it needs to be done by the end of the period? Do you let them work by themselves and manage themselves or do you constantly check? Okay, every five minutes or whatever?

Interviewee 30:25

Oh no, I give them a set of time, or more or less a set of time when it must be finished, and if they want to, they tell me they are not going to be able, then we will discuss it and see if I'm wrong or they can do it. Mostly I try to do that to prepare them because in an exam or in a test they must have, they only have a limited time to finish. So, I don't remind them. We have the clock in class and I tell them the clock [bell] is going to be in five minutes, or I warn them maybe five, ten minutes before the time – 'this is the limited time, are you ready', but I'm not reminding them all the time, no.

Interviewer 31:15

Okay, thank you. How much of the learning environment is controlled by you versus controlled by the learners? So, in terms of learning environment, I mean, what happens in the class?

Interviewee 31:26

I would say half, half. Yeah, because they...I think I'm in control and I think I'm going to work this way, but then a child will ask a question and then it goes in a different direction - and I allow that because I want them to participate to make it interesting. So, I don't want them not to feel they can interrupt me or ask something in between. There are times when I say we're explaining, we can't do anything in between now, or we not asking questions now. I'm more in control, but I give them lots of time to interrupt and to be part of the lesson.

Interviewer 32:12

So, you don't have a problem with your children being very actively involved in the lesson?

Interviewee 32:15

No.

Interviewer 32:16

Are any of the learning topics selected by the learner?

Interviewee 32:20

If it's again a creative portion yes, I would ask them to write down what they think we can write a story about and then they can choose one or the other that we have planned on. But then they have made the choices to put it down and then we select from the choices they've made.

Interviewer 32:45

And then the rest of the things that are taught throughout the year, who decides what they learn?

Interviewee 32:50

My textbook. Or my guidelines. My, yeah, what do you call it? SACE?

Interviewer 33:01

CAPS?

Interviewee 33:02

CAPS, there we are, CAPS.

Interviewer 33:03

So, you're saying not even you are really choosing, you're just going through the curriculum?

Interviewee 33:06

Yes, yeah, yeah.

Interviewer 33:08

Okay, no problem. And then, do you set all of the learning goals or are the learners involved in setting some of their learning goals? Like in, not percentages and stuff - I'm talking about what we need to achieve at the end of the year, for example?

Interviewee 33:24

Again, I think I set the goals and I explain what we need to do and where we need to get. Yeah, in a sense, I'm maybe setting more goals than they do, because we, I need to have a prepared reading and I need to have a poem, I need to have those things. Then they are set and we can't just bend around them because they need to happen, but I give them the opportunity, for instance, if they prepare a poem, that there's three or four poems and then they make a choice. Which one they want to read and which one they want to say or learn off by heart, but the goals, I think, in a sense, I'm setting them.

Section 5

Interviewer 34:19

Alright. That's the end of section 4.

Interviewee 34:20

Okay.

Interviewer 34:21

Are you happy to go onto section 5? You don't need a break or anything?

Interviewee 34:23

No, it's fine.

Interviewer 34:25

Okay. So, section 5 is going to be about some challenges and how we can respond to the challenges of teaching outside of our field of specialisation. So, after hearing about self-directed learning and looking about some of the skills, that's the hard and the soft skills involved in the development of self-directed learning. Would you consider facilitating the development of these skills in your class actively going forward?

Interviewee 34:54

Yes, I would think it's a good idea to apply them more than I have, maybe, in the past.

Interviewer 35:04

Okay, why would you say so?

Interviewee 35:06

I think because I am trained to be more in control. It's well known that the more we are walking forward, that children must be more involved in teaching or in the class environment than what we were taught when I was a student. I think that's yeah, it's to get the balance between the two yes.

Interviewer 35:40

Okay, what would you consider everyday challenges you face when preparing for your out-of-field lessons? So now the capacity in which you're teaching is not technically what you were trained in.

Interviewee 35:50

Yeah.

Interviewer 35:53

So, what challenges do you find when preparing for your lesson?

Interviewee 35:55

Yeah, there's a lot of challenges in a sense because I'm also not computer trained. So I had to train myself to use the computer, so it takes much more time for me to prepare, I think, than it would for somebody that can type and use all these skills. And I think yeah, the way that you go forward depends on yourself as well, if I am willing to learn these new skills and to apply them. That makes work easier, but it is challenging but is also manageable and I enjoy the challenges that I have. So, I, yeah, it's sometimes more than other times, let me rather put it like that, and I think the privilege that I have is because I am Afrikaans, so it makes it easier if there is a thing that I could not find out, it's easier to get hold of it than it would have been for an English person or a person that wasn't so familiar with the language.

Interviewer 37:13

Okay. What would you consider everyday challenges you face when delivering your out-of-field lessons. So, this is not just in the preparation but because you weren't trained necessarily in this phase or this subject when you deliver your lessons, what challenges do you face?

Interviewee 37:29

I think the fact that I was used to small children. They were like sponges; you could teach them a lot more and they will accept, than these days - or the bigger children are also challenging you, or me, by asking questions or by saying things that sometimes you're on the spot and you don't know what to say or how to react, or they react in a way that you don't know what to do about. And those are the challenges for me because I am so used to smaller kids. When the bigger kids sometimes experience me, I'm talking down to them instead of me making a joke or, so I'm not always certain how to react in the ways. When smaller children don't react in the ways the bigger children do - let me rather put it like that.

Interviewer 38:38

That's fine. So, the challenges that you mentioned now, maybe saying it's time-consuming to prepare, although you are familiar with the Afrikaans language, but you have to learn a lot of things along the way, the kids asking questions, those challenges that you mentioned now. Do these everyday challenges affect the teaching methods that you use? So, do those challenges affect how you choose to deliver a lesson?

Interviewee 39:07

No.

Interviewer 39:09

So, you said earlier you used the board and that...

Interviewee 39:10

No, the only thing that affects me is when there's no power, or when I have prepared the lesson and I can't use what I have prepared. So, then I must immediately think of another way to go forward, but no there's no other challenges that I can think of.

Interviewer 39:32

Okay. Would you consider teaching out of your field more or less challenging than teaching in your field of specialisation?

Interviewee 39:40

No, it's more challenging. I always said I will not get Alzheimer's because I must think out of the box. Yeah you, when you in your field you get used to it and it can allow you to get bored because

it's the same thing over and over, but if you are challenged to do a different subject it's not always easy, but it keeps you thinking and keeps your brain also active, and keeps you doing the things, yeah, you're not always comfortable with.

Interviewer 40:19

Outside of your comfort-zone?

Interviewee 40:21

Yeah.

Interviewer 40:23

Okay. After learning a little bit about self-directed learning and the self-directed learning skills, do you think facilitating these skills would be achievable in your out-of-field context?

Interviewee 40:36

Yes.

Interviewer 40:37

For sure, because I feel that you already are integrating it into your lessons.

Interviewee 40:44

Yeah, definitely. Yeah no, I think if I just look at them again, it's important that these...I would... the one thing I would work on more is the goal setting. For them to set their own goals. The other things we really do apply, but I think I must allow them to help me to set their own goals more often than me setting the goals for them, yeah. I think that's one of the things, and I think that's also again because its older children I am used to do it, because the younger children you do it for them and you have to help them because they can't do it on their own. Where I need to adapt is to that sense that they can do it.

Interviewer 41:35

Alright that was our question. So, we are all done.

Interviewee 41:36

Oh, my word!

Interviewer 41:38

Thank you very, very much - I really appreciate your time.

Interviewee 41:40

It's a pleasure.

Codename: Educator 3

Interview 31 August 2022 Transcription

Section 1

Farrand K.L – Researcher (Interviewer) 0:00

Okay, right. So, the first section is for the first research question. And that's going to be about your teaching methods and strategies. So, first, I'd like to know, how would you describe your general classroom environment?

Educator 3 - Participant (Interviewee) 0:15

I have a very open, relaxed environment. I think that the kids operate best when they feel safe, when it's not desks, chairs, they're on one side on the other there needs to be...so my classroom, you could almost run it like it's a conversation. That's how I work. So, I share the children and then we come to agreements as to where we should be and where we should be going or the answers we arrive at together. I like that. It's very interactive. Okay. It's not rows and keeping quiet.

Interviewer 0:51

Okay. During your teaching process, who would you say is in control of the lesson?

Interviewee 0:58

I am definitely in control of the lesson; however, they do a lot of group work in my class, and they seem to self-appoint, who they trust in that particular activity, who they trust to lead the group. But they're very aware that I am in charge of how things are going to operate, move and happen in my classroom.

Interviewer 1:20

Okay. Why would you say that you prefer this sort of control in a class? Why would you choose that?

Interviewee 1:29

I think that we're dealing with young people. And oftentimes, when they get involved in a discussion, they lose track of the discussion, one thing leads to another. And before you know it, they're talking about things outside of what you needed them to be focused on. So, I found that if I stay in control and I'm moving around, it's not a matter of standing in the front and calling everyone to be quiet, but it's a matter of moving around and reminding them, you're off track, you need to come back on track.

Interviewer 1:55

So just keeping them within the topic or whatever?

Interviewee 1:59

Correct, keeping them in the framework of whatever we are busy learning. That's very important.

Interviewer 2:01

Okay. Are your lessons centred around learner involvement?

Interviewee 2:07

100% learner involvement in my class, and you just got to walk into my class, the children are always busy, they'll always be in discussion, they are always... And they have the freedom actually, to challenge me. And to challenge things I say and to challenge my perspective. And it also causes them to be critical about the things that they're saying and doing.

Interviewer 2:26

So, you also use this as a method to hold them accountable as well.

Interviewee 2:30

Absolutely.

Interviewer 2:30

Okay. Describe your go-to style of teaching. So, on a daily basis, sort of just describe to me what you do in the classroom.

Interviewee 2:42

So, I always connect to the kids on how are you today, where are you at, what's happening, because it gives me an idea of if I had planned a lesson - a literature lesson, but I can see they're a little unsettled, or there's been a bit of a disservice, I'll put that aside, we'll deal with the issue. And then I'll pick up with my work again, it always works like that in my class, I find that if the kids are not focused, when they come out of a test, then they just sometimes need that five, ten minutes just to regroup. And then we start working. But generally, my lessons start off with some kind of question to engage them. So, what do you think about and we talk and I will use that as a lead into the lesson. So yesterday, I was busy with poetry and asked them do you like your names, where do your names come from? What does it mean to you? What is the history behind that? Because I'm going into poetry lesson on it's called 'my name'. So, it kind of gets them into the right mind frame.

Interviewer 3:35

Leads them into that. Okay, cool. On an average day, so I feel like you've answered this already. But on an average day, would you say that your methods are more centred around the learner? Or more centred around the teacher?

Interviewee 3:51

They definitely are more centred around the learner, but I still play an important role, you know, facilitation doesn't just mean leaving, going running. So there certainly are where I will sit and explain concepts, and we'll engage on the concepts. And then they'll go and work on their own. I don't just throw out stuff randomly.

Interviewer 4:09

And how do you... how do you choose when to use... mentioned the word 'facilitate', and when to sort of step back and let them.

Interviewee 4:17

So sometimes when I facilitate, you know, I'm gonna start a lesson, I want to see what their prior knowledge is. I want to see where they're at so that I can gauge. I've got enough experience to be able to pick up okay, I was actually going to start with that. But they got a handle on that. So, I'm going to redirect my teaching. I think when you start out teaching, it's a little bit more difficult to do that, because you come in with a much more strict plan. But I've got such a wealth of knowledge in English that I'm able to. So, it really just depends on what the kids give me back in our opening discussion, is then where I take my lesson.

Interviewer 4:48

So, you mentioned now that in English, which is your area of specialisation. But if you were to take that outside of that, would you say that your methods are still similar?

Interviewee 4:58

Yeah, I think there's just my teaching style - I just have a very open and, I'm going to call it, 'loose' teaching. Where I don't have to...

Interviewer 5:07

Not rigid?

Interviewee 5:07

No, not at all. A lot of the times that kids will guide the way that I work with them, depending on their responses will determine how I deal with. So, if there's a lot of questions and lack of understanding, I'll stop, I'll teach, I'll show and then we'll continue.

Interviewer 5:25

So, you also say that you make those decisions, not on the fly, but as what's happening in the classroom. So, you might have planned a particular way, but within the context, you've changed it?

Interviewee 5:36

I've had to change it, because I can see that the kids are not understanding - they're not with me, they're not enjoying it. And I find if the kids are not enjoying what you're doing, you've lost them for the lesson. You might as well just sit at your desk.

Section 2**Interviewer 5:49**

Okay, that's the end of section one. Are you happy to continue?

Interviewee 5:52

I'm fine.

Interviewer 5:54

All right, the next section is going to be on self-directed learning and how to cultivate it. So, the first question is, have you ever heard of self-directed learning?

Interviewee 6:07

I have heard of it, for the first time when I read Chanene's masters. Okay. I think the way I understand it, if I am correct, it's about getting children to work on their own to direct and govern and guide the way their learning goes.

Interviewer 6:24

Yes.

Interviewee 6:26

But do I know any other theory underneath it? I certainly do not.

Interviewer 6:29

So, it's a new concept to you as well. I'm going to provide you with information sheet A, and it's just got a very brief definition on what self-directed learning is from an author by the name of Knowles, if you can just read through that. And you can keep it by you to refer back to it.

Interviewee 6:53

It's quite a mouthful.

Interviewee 6:58

Okay, alright I'll try figure my way through that.

Interviewer 7:01

Yes, okay. So, after reading the information sheet, do you think that learners can be self-directed within a school environment?

Interviewee 7:12

Absolutely, absolutely. If I'm interpreting this correctly, I do believe that the learners can do this, and I think it becomes important, Kirsten, because if they take initiative for the learning, and they recognise their strengths, we are good, and they recognise where they need help. And they're able to then access that information that they need, I think they will be much better set up for having understood that concept, whatever they busy with, I think they will be in a much better position for that.

Interviewer 7:46

Okay, do you think that these sort of things mentioned in the definition of self-directed learning as a whole could be developed within a person? Those sorts of things mentioned over a long period of time, slowly?

Interviewee 8:00

I think they could be, but I think there are always going to be those challenge... challenges with the learners who are not self-disciplined, who are not able to take that responsibility. So, I think this process would require a teacher that's able to really differentiate between the learners and their needs and try and guide them on this road to taking initiative.

Interviewer 8:22

So definitely an individual approach per learner, is what you're saying?

Interviewee 8:27

I would imagine so. I think, you know, you can always teach down the middle of the road really, you kind of reach your average, your bright kids, and I find your clever children able to do this anyway. They direct their learning - they know what they need to do, but your weaker children, those ones that are unsure, even in a very sort of disciplined, strict environment, I think they will find that quite a challenge.

Interviewer 8:51

Have you ever tried to facilitate self-directed learning according to that definition, with or without knowing that you're doing so? So, once you've read that, and you think back to your teaching styles and your strategies and your lessons, have you perhaps purposely or coincidentally facilitated that in your class?

Interviewee 9:14

I suppose to some extent, I would have, because there are times where I will give children a task. And I will say to them, this is what I expect, at the end of it, you determine how you're going to... which road you're gonna take to get there, or you're going to do research or you're going to discuss it in your groups. So, I often do this sort of thing with poetry and literature, especially in English,

where I will give it to them and then I'll say, this is what I want at the end of that, and how you get there is entirely up to you, but I've never done it with a thought in my mind that it this is what we're gonna do.

Interviewer 9:45

This is what we're going to do? Okay, which teaching methods do you think would be best to allow learners to be self-directed if you could describe sort of, maybe something you'd think that would be best to facilitate that in the class?

Interviewee 10:05

You know, I think. *Sho*, I ... you know, Kirsten, I will have to think about that.

Interviewer 10:11

Take all the time you need.

Interviewee 10:13

Just say that again.

Interviewer 10:16

Those skills and competencies mentioned in the definition. What sorts of teaching methods do you think would be best in order for that to be facilitated in school? So, you mentioned earlier that you do think it can be developed over time - learners can do this. What do you think a teacher could do in order to...?

Interviewee 10:35

You know, and this is just I'm very much organised in my thinking, I'm very much a process thinker. So, I think if this is going to work, you would have to develop and devise activities that would deal with how you teach children, what does it mean to take initiative? How can you take initiative? If we were doing this story, what are the possibilities for us? How can we look at it, and I think you would have to deal with each of these concepts with the children, so that they understand what it means to do each of these things before you can even start just throwing it out there, assuming that they know how to formulate a learning goal.

Interviewer 11:14

So, tackle each sort of thing individually?

Interviewee 11:16

So, I would tackle each of these things... well, you might be able to integrate, because nothing happens in boxes, but your focus would be on taking initiative. And I think you would set up your activities in a way that would force the children to take initiative. So, you set up a problem-solving

thing, they would have to pick up initiative to come and I have to do these things to make that happen. And if in failing in doing that, they would have to go back and say what did I do wrong? What didn't I think through?

Interviewer 11:43

Which is part of the process.

Interviewee 11:44

Which is part of formulating the goals and so on, so that would be the way I would work.

Section 3

Interviewer 11:48

Okay, thank you very much. So that's the end of section two, are you happy to carry on?

Interviewee 11:52

Yeah.

Interviewer 11:54

Alright. The next section is on 21st century skills, and how we consider that in our out-of-field teaching. So, the first question, have you ever heard of 21st century skills before?

Interviewee 12:08

No.

Interviewer 12:10

No. So even though you've never heard of it, could you try and give a description of what you think they might be?

Interviewee 12:17

I think that what 21st century skills is, we're preparing our children for working in a more technological environment, moving away from the paper and pen, and more into, yeah using technology as a means to access and do whatever needs to be done. And we're dealing with cryptocurrencies, and also the world is changing. So that's what I would think it could be, seeing life differently.

Interviewer 12:41

So, you mentioned technology and things like that, using technology and being able to access different resources and stuff? Have you ever considered these skills that you've yourself mentioned, now, when you teach the learners, developing those skills?

Interviewee 12:58

You know, we do to a certain extent, certainly in tourism, we do quite a lot of research and in terms of accessing current information, because what I find is when given textbooks that are set up in 2013, and all statistics and information is so out-dated. So certainly, in tourism, we rely heavily on being able to access technology, and also the way people do travel. There's robots, service robots, AI (artificial intelligence) is becoming a massive field. In tourism, I'm sure across the world, as well. So yeah certainly. And in English as well. We rely on technology for kids making videos, doing PowerPoints. So yeah, suppose we are skilling the children on a very limited level though, because we don't have the resources.

Interviewer 13:51

So, you say that one of the limitations is definitely resources?

Interviewee 13:54

Oh absolutely. We don't have the resources, oh and the teachers haven't been trained. So, we get thrown in, you throw at me 21st century skills. We've never, as teachers, had training in that and then perhaps, we should have been the first ones to train because we've got the future generation sitting in front of us.

Interviewer 14:08

Definitely, definitely. So, after reading information sheet A and talking a little bit about what you think 21st century skills are, do you think that self-directed learning as a competency is important for a person to possess for the 21st century?

Interviewee 14:27

If you are going to, and we are starting to work online, and a lot of stuff is done online. And if you want to do that, and you want to become an entrepreneur, and I think that's the way to go in the future, that you can't rely on others for work, you are definitely going to have to learn to take initiative, formulate goals, put plans in place, activate them, learn from failure - I think that's absolutely a have to have.

Interviewer 14:53

Definitely. Okay. I'm going to give you another little information sheet. This one's information sheet B and you'll find on this sheet that the hard and soft skills of self-directed learning have been separated into different categories, you can just familiarise yourself with those. So, some of the skills on there are also classified as 21st century skills. So, for example, communication would be one of them. So, do you think that focusing on developing those skills is more or less important than imparting knowledge?

Interviewee 15:35

This is far more important; this is far more important. If you cannot communicate, you can't impart knowledge. So, for me, and for me, communication is probably the key issue, in that not only must you be able to speak well, but you must be able to listen well. And you must be able to respond to what somebody's saying, without losing what you need to continue. So, for me, communication is probably one of the key drivers. And I think also to be a critical thinker is a key driver, you cannot analyse and assess and synthesise problems and situations, you're going to find yourself... you won't move forward.

Interviewer 16:19

So once you've read through, excuse me, once you've read through those skills, the hard and the soft skills, when you're preparing your lessons and planning, do you ever actively consider developing, for example, time management or communication skills and things like that?

Interviewee 16:39

I absolutely do, time management is critical. And what I do is, especially with the senior kids, is they have to, when I've set a task for them, and they've got time limits, I teach them how to schedule their time, because it's not only my subject, they've got all the other subjects as well and they've got to fit in the things. I've just done that with the grade 11's, trying to teach them how to figure out how much time each of the things is going to take and what is required to do that particular of the tasks in order to successfully plot out their route.

Interviewer 17:09

And in the... in the intermediate phase as well, do you think that these things...

Interviewee 17:16

Absolutely, I think so because at the end of the day our children are faced with time challenges, not only in terms of schoolwork, but they have outside activities, as well, and extra murals and family and whatever. And if we don't teach our children to manage their time effectively, things fall in the hole. And that's just the reality. So, for me, teaching kids to manage time is critical, especially your younger children, because then it feeds up.

Interviewer 17:42

So, you're saying like, it's very important to instil or to teach or develop those skills at a younger age, rather than coming back after they've developed and matured and trying to teach it from a later time?

Interviewee 17:58

Unfortunately, what happens all the time is they develop bad habits, so you have to break down those bad habits. Before you can start saying let's look at different ways we can do it. And that takes, I think, eventually more time than if you started, if you start teaching them from younger.

Section 4**Interviewer 18:06**

All right that's the end of section three, are you happy to carry on?

Interviewee 18:16

Yeah, I am.

Interviewer 18:17

Okay, the next one is about out-of-field teaching and facilitating self-directed learning in the classroom. And the first question says, do you ever provide opportunities for your learners to solve real life problems within your subject?

Interviewee 18:32

Well, I think, I think in terms that I deal with tourism, a lot of what we do is practical outcomes. So, they will learn in the class what the theory is so teamwork, they then are expected to go out to some kind of tourism industry place, a restaurant whatever, and they actually have to work there. And they have to figure out how did they fit into the team? How well did the team operate? What were the challenges? What could they have done better, differently? And how were they perceived as the newcomers. And they have to come and give feedback in the form of a report on what their findings were. Such a mess? So, tourism is very, very much, geared for what you're asking me here.

Interviewer 19:18

And do you think also in the intermediate phase, that learners can solve real life problems within the classroom context?

Interviewee 19:26

I absolutely believe they can, I think sometimes we misjudge how much our children actually know - they come in sometimes with such a fresh perspective. We, I think, as adults have become jaded. They come with such an honest, fresh perspective that sometimes I think they say things that are so profound and we miss that because we don't listen to them. We don't trust that they know enough.

Interviewer 19:51

Yeah, I also, I agree with that statement. Do you allow your learners to collaborate regularly and participate in group work? So, you mentioned that you do that, is there any particular reason why you like to do it so much? What value is there in that process?

Interviewee 20:13

I think that one of the key things in working in a group, when they working in the class, is that they have to discuss it, and they have to listen to one another. So that there's a common understanding of what is it that we're doing. And that is a key skill for me. And I think that it forces them to listen to one another. It gives them new ideas, new perspectives, things they haven't thought of before, and so often find, the idea that they formulated, when I just say, this is what we do, and what do they think and when they come out of the learning process, is vastly different.

Interviewer 20:45

Changed a lot?

Interviewee 20:49

Changed a lot and I think that they have an impact on one another. And I change my groups all the time. So, it's not we comfortable working together so we know how each other think, that my groups mix and match all the time depending on what we're doing.

Interviewer 21:02

Okay, and I think that also lends to your real-life applicability, because in real life, you don't always work with the same people. So, I think that links to your philosophy on that as well.

Interviewee 21:13

And I think it teaches them to deal with conflict, Kirsten, because I need them to come to a point where they can agree to disagree, so that I'm not saying that you're wrong, I'm not saying I'm wrong, but I believe that my standpoint or my offering has more validity than yours for these reasons. So, I think it's important we encourage our children to justify what they say. And a group definitely allows them because they challenge each other. And they'll say, but you said, and now you said that you contradicted yourself. What is it that you mean? And for me, that's such a valuable lesson, getting clarity.

Interviewer 21:47

Yeah. And how would you deal with, like, a learner or a child who doesn't actively participate in a group? Because you do get sometimes one.

Interviewee 21:57

You do. What I find is that's when my facilitation comes in. So, I'll stand by and I'll be listening to them and when a child doesn't, I will then say to them, let's ask person X what do you think about what's been said? Do you agree with anything? Do you have your own point so that they're forced to actually participate, and it's sometimes about confidence, and a lot of the times children don't say things because they feel insecure, they feel they might be laughed at, they feel that the idea is not as good as person X, because there's a... I find that in a classroom, certain children establish themselves as being excellent in that particular subject. And so, the others are afraid to say things against what they say, because they don't want to look silly. And I think you have to establish in the climate in the class, if you're not making mistakes, you're not learning. And if you laugh at someone else, I think that's probably one of your shortfalls as well, because why would you need to laugh at someone else? So, there's those kind of dynamics that you have to manage as well, I think.

Interviewer 22:54

Yes, all the time for sure. Do you ever allow your learners to select their own learning resources? So, for example, I mean, you do English, it would be the reader that they... the novel that they do, or the poems that they read, or something along those lines and learning resources that you use in the class.

Interviewee 23:20

I'm not really, Kirsten, I find that we're pretty bound by the curriculum. So unfortunately, that definitely is a block for us but what, but what I have chosen to do is I try and choose material that is relevant to the class things that they can relate to. And rather than finding, I find when you do, the kids hated the British poets, the old British poets, they find it really difficult because at 13 and 14, they're just not mature enough to...to understand so I try and choose material that is real. So, I'll deal with issues around abortion, I will deal with issues around murder, I deal with many South African issues, race issues, because it's very current and relevant. And you can link it into the world but as far as them bringing in stuff to do, unless it was a project that they were working on, no.

Interviewer 24:16

Okay. If you do in the instances that they might bring in resources, for whatever reason, do you provide the learners with support or guidance on how to select good resources or valid resources?

Interviewee 24:29

I think a lot in terms of the reading material, absolutely. They will bring some and say, can I read this? Would it be suitable and I always look at it from the perspective of you've obviously picked up this book because you're interested in what is in there. So read it, and then come tell me did

you enjoy it, was it what you expected. So yeah, certainly there are freedoms, but in terms of curriculum where it's governed.

Interviewer 24:52

Your hands almost tied in that perspective?

Interviewee 24:53

Yeah.

Interviewer 24:55

To what extent are your learners responsible for time management, so, for example, in anything that you need to complete for the year or the term or whatever, do you hand over the time management to the learners? Did they set the time management goals? Things like that?

Interviewee 25:15

You know what, they do oftentimes, I'll say to them, this is what we need to do. And they get their term's work from me so these are the things we need to do. We have to do an essay, when you want to submit, and they will have to go look at the diaries. And I'll tell you this, I negotiate all dates with them, because once they have agreed to that I don't bend on that - that was your day, we agreed, now submit and it's just how it is. I've always worked like this and it works well for me.

Interviewer 25:39

Okay, that's very interesting. How much of the learning environment is controlled by you in terms of the things that the learners want to learn?

Interviewee 25:56

I think I would have to say 95% is controlled by me, you always allow for a bit of leeway for diverse thinking ,but unfortunately I have to account for the curriculum, and when my book control comes around, they want to say where's this, where's that, is it in your books? So, I think we're limited.

Interviewer 26:13

Yeah. No, that makes sense. Yes. And are any of the topics selected by the learner? So, for example, trying to think of an English example, to say, oh, we want to do poetry this term? Or is anything selected by the learner or the class?

Interviewee 26:33

Of what they want to do in a term? No.

Interviewer 36:36

Nothing?

Interviewee 26:37

No, I try and make sure that I'm being an English teacher - that we actually cover all four aspects, I have to do speaking, I have to do writing, I have to do language. So, what, when they do have freedom to choose is, I do sometimes I will set an essay question. We've just done diary entries and they'll say 'ag no man, this doesn't work for us'. And I'll say, okay, what do you want, what do you want? And they did... and they did phenomenal work on their diary entries. They changed the whole thing from where I started to where I ended up.

Interviewer 27:10

Completely different.

Interviewee 27:11

Yeah.

Interviewer 27:12

But you would say that a major hin..., or not hindrance, but barricade to that is the curriculum you need to follow? CAPS?

Interviewee 27:19

Yeah, need to follow CAPS, and everything is CAPS driven. And if we know, I know the HODs when they come and check they look at the CAPS document, and ask what are you doing? How far are you with this? So yeah.

Interviewer 27:33

That's fair. Do you set all of the learning goals? Or are the learners involved? So, for example, by the end of this week, we must know what a sonnet is, do they ever say okay, by the end of the week, we want to know...

Interviewee 27:46

No. They yeah... and I suppose it's my fault. I've never actually opened that door and said to them what do you want to know by the end of this week? This is what we're covering. So, I've never opened that door, so maybe that is something I can look at.

Section 5

Interviewer 28:00

That's the end of section four. We're going on to the last section now. You happy to continue?

Interviewee 28:05

Yeah, yeah.

Interviewer 28:07

Okay, so after reading the definition of Knowles on self-directed learning and looking at the hard and the soft skills, as a competency, would you consider facilitating the development of those skills in your classroom going forward? More actively, let me say?

Interviewee 28:27

Yeah, I think it makes sense, what is said here. I've never thought of it like this, so certainly, that would be something that could add great value.

Interviewer 28:36

Why would you say so?

Interviewee 38:37

Because I think sometimes, we come in and we do it inadvertently, about tackling skills and that, but I think if you are focused on that, and you've said that, I think that the learning will be more, what's the word I'm looking for? Sorry my brain is mush.

Interviewer 29:00

Don't worry.

Interviewee 29:01

So, if, for example, I decide I'm going to focus on problem solving, that will be my goal, I'll be totally focused on ensuring that is a skill we work through, whereas we do problem solving all the time, but it's kind of a long way. It's not intentional. The learning could then be intentional.

Interviewer 29:16

Okay, so the learning would then be very intentional.

Interviewee 29:20

But they wouldn't need to know that's intentional, but in my mind, I now will be intentionally teaching the skills involved in problem solving.

Interviewer 29:26

Definitely. What would you consider challenges you face in preparing for your out-of-field lessons? So, when you're preparing to teach something, you haven't specialised in what challenges, would you say, are around that?

Interviewee 29:42

They are enormous, because what I found was that teaching a subject as that you have no knowledge on is already a massive obstacle that you have to get over because that's the starting

point... is what am I actually teaching to them? Because you can't then determine what skills you need to teach them until you know what you actually know what you're working with.

Interviewer 30:00

The content?

Interviewee 30:02

Yeah, and also not having IEB, has set up the senior curriculum. And it doesn't look like the CAPS. So, they've shifted things around, their testing methodologies and strategies are very different to CAPS. So, there's no resources available for you to take and say, oh, okay, this is what a test needs to look like, this is what it takes. You work entirely on your own, we don't have a cluster. People in tourism don't share, at all. So, they not even prepared to say: 'here's an example of a case study, here's an example of this, this is what it can look like'. It's just like, you get in there and you stumble along in the dark until you think, okay this kind of is working and it seems to tie up. And a lot of the topics we cover, there's no material in the textbooks. So, you have to go online and try and put together what seems to be a cohesive lesson.

Interviewer 31:00

So, there's a lot of research involved?

Interviewee 31:01

Yeah. A huge amount, and then you need to prepare your PowerPoints and then you need to look at ... because it's ... everything changes, there's so many changes. This is the trend, then next year it changes; the information overload is just insane. So to try and keep up today and give the kids current information. And the problem is, you teaching current information, but the textbook they learning from was presented in 2012 so there's a very big gap between what they are expected to learn and what we're expected to teach and trying to bridge that gap. That is hugely challenging.

Interviewer 31:34

So, you would also say time consuming, definitely?

Interviewee 31:37

Hugely time consuming. And I think another challenge is, when you look at the subject we're doing, because we're in a small school, I have one learner in grade 10. It takes me about 30 hours to draw up a test for one learner. And I have to say, is that a valuable use of my time? And I think not.

Interviewer 31:59

Yeah, which is fair.

Interviewee 32:01

And he doesn't have the privilege of what you're talking about. Operating in a group, hearing what other people think. Sharing ideas. It's him and I, so his growth is limited by the structure of the school.

Interviewer 32:17

Definitely, in terms of knowledge and the skills development in that.

Interviewee 32:21

Yeah, and you don't have a go-to person, you don't have a mentor, so I've got to figure out myself and pray and hope to goodness that I'm not too far off the track. So, would I recommend it? No.

Interviewer 32:31

Alright, so, what would you consider the everyday challenges when delivering your out-of-field lessons? So, when you're preparing - you said resources, time consuming, you don't have the knowledge and all of these things, but when you're actually delivering a lesson what would you say the challenges are?

Interviewee 32:51

I think the challenge is that one, working with one child. Okay, so I prepare, I come and use PowerPoints, I find newspaper articles, videos, things we can talk about. But at the end of the day when you're working with such a small group you just don't have enough inputs from the outside and that's really hard. It's really hard to kind of keep that enthusiasm in that one child, it's really hard.

Interviewer 33:23

And I think especially in your case, you mentioned your normal classroom environment is very group orientated.

Interviewee 33:28

Yeah, and it's very noisy and conversational and everyone pulling in so I find it very hard. It's working against ... to the left where I'm on the right. So, it's a huge challenge, Kirsten.

Interviewer 33:38

And you would say that that would be the biggest obstacle in terms of delivering?

Interviewee 33:40

Yeah, yeah. You know, once you've got the content and I've prepared my PowerPoints, I've got the things then it's ... I've got what I need to teach. Then we can do the lesson. And when it's the bigger group, like the grade 12's this year were fantastic - there were 10 of them. So, we really

had a really good year in terms of delivery and talking about things and how the experiences were because it's so practical. But with the one learner... And I find that, maybe it's a harsh thing to say, but there's not enough investment from management in terms of what we do in our classrooms, especially with the smaller subjects.

Interviewer 34:20

For sure, for sure, no, I understand. Do these everyday challenges affect the teaching methods you use? So, if you think of preparing your lessons and stuff, do they affect what you would normally select to deliver the subject?

Interviewee 34:36

No, no. Cause I think that you, no, I'm always looking for current information, current trends and things so that it wouldn't influence that at all. It's just that instead of having a conversation with a group, it's just Caleb and I having a conversation. And he's fantastic, he is wonderful.

Interviewer 34:50

Yes, yes, no, of course. Would you consider teaching out-of-field more or less challenging than teaching in your field of specialisation?

Interviewee 34:57

It's much more challenging teaching out-of-field. You know what I find I do though, Kirsten, what's interesting and I don't know if it's because I'm an English teacher, but what I teach there I integrate into tourism. The kinds of activities that I will set up for them in tourism, I lay the basis in English because we write essays, we talk about essays, we look at advertising. We look at marketing in tourism, but I do advertising in English. There's a definite link between the two. Yeah.

Interviewer 35:27

But you would say in general it's more challenging?

Interviewee 35:29

A long way. And if you asked me if I would do it again, my answer would be a hard no.

Interviewer 35:32

Okay, just wrapping it up for this section: after reading a little bit about self-directed learning and the skills do you think that facilitating these skills is achievable within an out-of-field context?

Interviewee 35:52

I think it would be, but it would be...it would require training for the teacher - on what does it mean to do this, how do you go about doing this so that you could integrate them into your field that you're working in. So, it is definitely doable, but it would require a little bit of input.

Interviewer 36:16

Some extra training?

Interviewee 36:17

Yeah. Extra teacher training. How do we go about it, what would we be looking at? Yeah, and I would have to understand very clearly what this self-directed learning is, give more detail. I mean this is very broad.

Interviewer 36:32

Yes, for sure. Alright, that's all from my side. Thank you so much. I really, really appreciate your time and your contribution very much.

Codename: Educator 4**Interview 31 August 2022 Transcription****Section 1****Farrand K.L - Researcher (Interviewer) 0:00**

Okay, the first action is about your teaching methods and strategies that you use when you are teaching out-of-field. Okay, so the first thing I'd like to know from you, if you could describe your classroom environment, what the classroom is.

Educator 4 - Participant (Interviewee) 00:19

My class environment, I have a very nice class, I think the class is big enough. It's sunny. It's comfortable. I think it's an inviting environment. And I'm very happy with it. I think the kids enjoy it there as well.

Interviewer 00:31

And how would you say, sort of like, not the atmosphere, but you know, how the children are expected to behave and things like that in the classroom?

Interviewee 00:41

So I think I'm not, some people are very strict. I think this - they have a little bit more freedom. But they struggle, especially the younger grades with to know where the boundaries are, you know, I don't mind if they do art, if they whisper. But, then the grade fours and fives tend to talk too much, too loudly, but the sixes sometimes as well. So it is more informal. I think that there's some of the other classes. They do participate a lot when I give, when I teach them on social science, but that's fine with me. I want them to participate.

Interviewer 1:19

Yes, of course. During your teaching process, who would you say is in control of the lesson?

Interviewee 1:23

I would say I am.

Interviewer 1:25

Always?

Interviewee 1:28

I would say 90% of the time.

Interviewer 1:29

Okay. Why do you choose to have your lessons this way?

Interviewee 1:31

Because they start talking about irrelevant things and tell me stories about, you know... about 'Ma'am, do you know what happened yesterday'? And then this one has also got something to say about yesterday, and then we don't ... we lose track of what we're doing.

Interviewer 1:47

What the goals are?

Interviewee 1:48

Yes.

Interviewer 1:49

Would you say that your lessons are centered around learner involvement?

Interviewee 1:54

I would say most of the time, but not all the time. Sometimes I do have to transfer concepts and information to them, then they ...then they must just receive the information. They participate in the fact that they read from the textbook most of the time, and I ask them questions, but they are ... they are, I think they ...in general they are involved, yes.

Interviewer 2:21

Okay, could you describe to me your go-to teaching style, so the way in which you would deliver a subject on a daily basis?

Interviewee 2:31

So what I would do, I've got a certain amount of content that I want to cover. I would like to illustrate that with practical examples or short YouTube videos, if possible, or everyday experiences from them. I'll ask them questions, if they have maybe heard of this on the radio or

come across this or that thing? And then we'll just do the theory. And then I'll ask questions. And at the end of the lesson, I'll just summarise the main points of what we covered.

Interviewer 2:59

And that would be for all the subjects that you teach?

Interviewee 3:02

For social science – yes. For art it's different because there's no theory, almost virtually no theory at all.

Interviewer 3:05

So it's all practical work for art?

Interviewee 3:06

Yes.

Interviewer 3:08

On an average day, would you say that your lessons are more centered around the learner, or centered around what the teacher has to do and say?

Interviewee 3:19

More about what the teacher has to do and say.

Interviewer 3:22

Okay. Why would you say that this is your everyday go-to approach?

Interviewee 3:31

Okay, because if I allow the children then they will ... we will not be doing schoolwork.

Interviewer 3:36

So you say it's they themselves struggle to stay on topic or content or whatever?

Interviewee 3:40

Yes I do.

Section 2

Interviewer 3:45

So that's the end of section number one. Are you happy to carry on?

Interviewee 3:49

Yes I am.

Interviewer 3:50

All right. Section number two is going to be about self-directed learning and how to cultivate it in school. Have you ever heard of self-directed learning?

Interviewee 4:01

Yes, one of our teachers told me about it.

Interviewer 4:05

Recently or..?

Interviewee 4:07

Last year, or when did you start, was it last year? Yes, yeah.

Interviewer 4:11

All right. Could you describe to me what you think it is? Or what it could be?

Interviewee 4:17

I would think self-directed learning will be when you yourself find out more about a certain topic.

Interviewer 4:25

Okay. I'm going to give you a little information sheet - information sheet A and it's got a broad definition on there, the author of the name Knowles of what self-directed learning is, if you could just read through that and familiarise yourself with it.

Interviewer 4:46

Okay, any questions or anything?

Interviewee 4:49

No.

Interviewer 4:50

Okay. So after reading information sheet A, do you think that learners can be self-directed within a school environment? According to that definition?

Interviewee 4:59

Yes, I think so. I think if that the topic interests them - if they are curious, I think especially the older learners - grade six, seven, yes definitely and they do. So I showed them a video, what was it about, about a marathon runner who got lost in the Sahara Desert. And then they went, some of them went on to do more research about this guy, they told me there was a book written about them, and they found this and this and this information.

Interviewer 5:25

So you found that some of the learners took that initiative on their own without being told they need to do that.

Interviewee 5:30

Yes, yeah, yes.

Interviewer 5:32

Okay, that's, that's very interesting. Do you think that self-directed learning can be developed over time?

Interviewee 5:36

Yes.

Interviewer 5:38

Okay. Why would you say so?

Interviewee 4:43

I think ... I think it's natural for people to want to know more about things that interest and if you can present the curriculum in a way that stirs the curiosity in children, they will try and find out more about that topic.

Interviewer 6:00

Okay. And have you ever tried to facilitate self-directed learning with or without actively knowing? So after reading that definition, if you think about your teaching, have you ever purposely or you coincidentally done that?

Interviewee 6:15

Yes, yes I have, yes.

Interviewer 6:16

Okay, and would you say more purposefully, or more coincidentally?

Interviewee 6:20

More purposefully.

Interviewer 6:21

Okay, very interesting. Which teaching methods do you think would allow learners to be self-directed at school? So if you think of what you do as a teacher, what methods do you think allow them to do or be that?

Interviewee 6:44

I don't know. What methods are there? I can't, really...

Interviewer 6:49

So just think of how you present a lesson. Think of the things that you do in a... in a lesson that allows learners to be self-directed?

Interviewee 6:57

Okay, so I think taking examples from real life, yeah, facilitates the ... well, that makes them curious about and wanting to find out more. So for instance in EMS I spoke about the population, the economic contribution of Africa towards the world, then they are keen to know more about the things that are real to them. If you can mention something about that, they are interested and curious enough to go and find out more.

Interviewer 7:29

So, if you keep the topics linking to something that's relevant in their lives, and not sort of an abstract thing, that's not...

Interviewee 7:37

Yes, yes it must be practical.

Interviewer 7:41

Okay. And you think that's an important thing to have, is the practicality.

Interviewee 7:43

Yes, I think so.

Interviewer 7:44

Okay.

Interviewee 7:54

I find that especially with EMS, you see if you can give them something which they can put a handle on that is real to them, then they want to know more. But if it is just theory, this concept ... this concept. So what?

Interviewer 7:59

It's almost not worth pursuing?

Interviewee 8:00

Yes.

Section 3

Interviewer 8:01

That's the end of section number two, are you happy to go on?

Interviewee 8:04

Yes, thank you.

Interviewer 8:05

Okay, the next one is going to be about 21st century skills. And the first question is, have you ever heard of 21st century skills before?

Interviewee 8:10

No.

Interviewer 8:12

Just by the name? Could you maybe describe what you think it is or could be?

Interviewee 8:19

I suppose it's got to do with social media, and with computers and the internet.

Interviewer 8:22

Okay. So a lot of people think that it's got to do with technology and things like that. But there are other skills that aren't necessarily technologically involved. But you mentioned technology in specific. Do you think that using technology and those skills are important to develop in our learners now?

Interviewee 8:42

Do I think it's important to develop technology skills?

Interviewer 8:48

Yeah, so the skills that you think are 21st century skills? Do you think it's important to develop that in the learners?

Interviewee 8:53

I do yeah, and also not only to develop those, but to manage them.

Interviewer 9:00

That's a ... that's a good ... that's an important one. Do you think that self-directed learning is important for competency for persons who possess ... so through that definition, do you think that that's important?

Interviewee 9:15

Oh, I do think it's very important.

Interviewer 9:16

Could you explain why you say so?

Interviewee 9:19

I think you may study degree, you get a lot of theoretical knowledge and then you go and work and then you don't know anything. Then you need self-directed learning.

Interviewer 9:29

You need different types of skills beyond content or knowledge skills, is that what you're saying?

Interviewee 9:33

Yes.

Interviewer 9:34

Okay. I'm going to provide you information sheet B. And this is, I've taken skills of self-directed learning and divided it into hard skills and soft skills just so that you can have an example of the type of 21st century skills or the type of self-directed skills that we're actually talking about.

Interviewee 9:57

Sho, yes, these are important, hey.

Interviewer 10:00

So those, after just looking at them and reading through them, would you say you have mentioned briefly before, but would you say that those skills are more or less important than imparting knowledge?

Interviewee 10:15

For sure these are more important.

Interviewer 10:17

Why ...why would you say that that is?

Interviewee 10:18

Knowledge in itself was not a useful tool, it just, it's... You need, if you can't set goals, you can't achieve anything you... I mean, if you achieve anything, it will just be sort of, by the way, but you need the hard skills as well as the soft skills to use the knowledge that you have acquired, otherwise, the knowledge is not very useful.

Interviewer 10:44

So you would say that the skills allow the knowledge to be applicable.

Interviewee 10:46

Yes.

Interviewer 10:48

Okay. Do you ever consider a ... consider developing these skills within your lesson? So maybe you've not thought, 'I'm going to teach this lesson to teach communication'. But when you think back on your teaching, have you ever...

Interviewee 11:04

I've applied some of these, developing some of these, try to develop some of these skills when I do the devotion with the learners. But not really enough in social science? I have started ... when you start a new chapter, I would sometimes use some of these ideas, but not really, I don't think, enough.

Interviewer 11:23

Okay. So would say you would like to actually do it more?

Interviewee 11:30

Yes, yes I would like to.

Section 4

Interviewer 11:31

Alright. That's the end of section three. Are you happy to carry on?

Interviewee 11:33

Yes.

Interviewer 11:34

Alright, the next one is about facilitating self-directed learning in the classroom. Do you ever provide opportunities for your learners to solve real life problems within a subject?

Interviewee 11:46

I do.

Interviewer 11:47

And why? Why do you do that?

Interviewee 11:51

Because I want them to apply what they learn to real life situations.

Interviewer 11:57

And how do you ... how do you get them to solve real life problems? If you can give me an example?

Interviewee 12:03

I would say to them, so the world population has now doubled in about 40 years, we are producing double as much, at least double as much pollution. What, what can you do to change it? How can you have an effect? To be an influence to do things differently? What do you do about pollution at home?

Interviewer 12:27

So to sort of allow them to reflect as well, it's important.

Interviewee 12:33

Yes, yes that's it yeah.

Interviewer 13:35

Do you allow the learners to collaborate and participate in group work ...group work regularly?

Interviewee 12:41

Probably not as often as they would like it, especially not with grade four and five because they become too unruly, but grade six and seven I do more.

Interviewer 12:50

So you'd say with the younger ones, it becomes almost a discipline issue and that's why you don't allow that?

Interviewee 12:57

Yes, but I said that to them in this week. There was an activity that could be a group activity in the textbook and I said we're not going to do that. 'But why Ma'am', I said because you're not behaving yourself. And then they said 'but social science is not going to be so much fun anymore' and I said, 'well, that's unfortunately, because you don't, you're not disciplined enough with your behaviour'.

Interviewer 13:17

And that's consequences of that.

Interviewee 13:19

Yes, yeah.

Interviewer 13:22

So you said you do allow the grade sixes and sevens.

Interviewee 13:25

Yes, yeah.

Interviewer 13:27

Could you describe what a typical group work or collaborative activity would be?

Interviewee 13:31

Okay, so yesterday, they wrote down a dialogue between the slave ... slaves in the western ... the colony ... Western Cape Colony in history, and they had to write a dialogue of slaves complaining about the harsh working conditions and they did that in pairs.

Interviewer 13:50

Oh, okay. Do you give the learners opportunities to assess their own work?

Interviewee 13:55

Yes, but not enough.

Interviewee 13:58

Okay. Why would you say so?

Interviewee 14:02

Because most of the time, the activities ... the written activities that I do, is quite straightforward. They mark the work, then afterwards with me. But about two weeks ago, I noticed that they had to give paragraph type answers and their answers didn't really make sense. I said, 'okay, this is the memo, read your work again, then think how much marks you should give yourself and what could you do differently' and then they had to add information to their answers. But I should do that more ... more often.

Interviewer 14:29

So you would like to do more self-assessment?

Interviewee 14:31

Yes I would like to.

Interviewer 14:32

Do you allow your learners to select their own learning resources? So for example ...

Interviewee 14:40

If they do a project?

Interviewer 14:40

Textbooks or readers or videos that they look at in class, things like that.

Interviewee 14:45

Okay, so that doesn't really, I think, apply to the subject that I teach - we've got this textbook. But we did at the beginning of the year each learn how to research a country, and then, they could use their own resources.

Interviewer 14:55

Whichever resources, so in terms of that project, they had to go and do some research and bring resources. Did you give them any guidance or support on how to select good resources?

Interviewee 15:08

No, I did not. I just said what kind of information I need. I did not do that.

Interviewer 15:14

To what extent are your learners responsible for time management? So let's say for instance, you're talking about the slaves, we're learning about slaves in the Western Cape? Do you say to them, okay, we need to finish the work by this period? Or do you allow them to manage their own time and be like ...

Interviewee 15:39

No. And when it's group work, I do the time line for it, because otherwise, I will just keep on talking forever. When we do written activities, I'll give them time and then say, 'those who do not finish, to finish at home'. So they can have more time. But I give them a reasonable amount of time to finish the work in class.

Interviewer 15:57

But you are usually in charge of setting the time goal.

Interviewee 16:01

Okay, I do some of the activities in the last chapter or so. Often the time would be for the activity 60 minutes, they then say 'no, ma'am, we'll do this in 20 minutes', then I'll say 'okay, do it in 20'.

Interviewer 16:12

Okay. How much of the learning environment is controlled by you? So in terms of what is being learned, and what is being done versus what is controlled by the learners?

Interviewee 16:25

I think the bulk of it is my choice. They would sometimes ask me whether this or that is important or not. They came to me ... Kiana came to me and said, 'Ma'am, we don't know what...' I don't give a scope for the EMS exam. 'Ma'am we don't know what to study'. So I go through the chapter and decide which are more important pages and topics.

Interviewer 16:54

Okay. Are any of the learning topics selected by the learner? So for example...

Interviewee 17:00

No.

Interviewer 17:01

So nothing throughout the year?

Interviewee 17:04

No. So we cover what CAPS expects from us and that's what we do.

Interviewer 17:07

And those are the topics you go through?

Interviewee 17:09

Yes, yes.

Interviewer 17:10

Yeah, I find that it can be limiting in terms of allowing selection of work to be done.

Interviewee 17:16

Yeah.

Interviewer 17:17

Do you set all of the learning goals or are learners involved? So for example, do the learners ever say 'okay, Ma'am, we want to learn about this'? Can we do it as well or whatever?

Interviewee 17:31

No, no, the only thing they tell me is they don't want to go to school. No, I don't allow them to do that.

Interviewer 17:37

Okay. No problem.

Interviewee 17:39

I think that too young, really, maybe the grade sevens are older, but last year's group, you could give that freedom to, but not this year.

Interviewer 17:46

So you say it depends on the mature...

Interviewee 17:50

Maturity.

Interviewer 17:51

Okay. And would you say the skills that the learners possess, for example, for reflecting back to self-directed learning - if they possess those skills?

Interviewee 17:56

Oh yeah, but they don't.

Section 5**Interviewee 17:59**

Okay, that's the end of section four, are happy to carry on?

Interviewee 18:04

Yes.

Interviewer 18:05

All right. So section five is going to be about the challenges that we experience. So after hearing a little bit about self-directed learning, reading the definition and the skills would you say that the development of self-directed learning as a competency, you would consider facilitating that in your class now, going forward more actively?

Interviewee 18:26

Yes, I would.

Interviewer 18:28

Why would you say that?

Interviewee 18:31

I think that this self-learning can help learners to grow and become more mature, more responsible, because I think they do not have enough responsibilities when it comes to school. It's like, you have to do homework otherwise you get into trouble. There's no inner motivation. Not enough.

Interviewer 18:47

Yeah. So you're saying that there's not enough intrinsic motivation to get things done?

Interviewee 18:53

Yes. Some do, but majority not.

Interviewer 18:57

Would you...what would you consider everyday challenges in preparing for your lessons, especially lessons that you maybe don't have a lot of expertise in, for example?

Interviewee 19:10

Time.

Interviewer 19:13

Time? So you would say that it takes a long time to prepare lessons and set exams and stuff?

Interviewee 19:21

I don't think it's really that long of a time, it's just that I don't have enough time. There's so many other things that we have to do at school: mark books and all sorts of stuff that we have. I don't really have that much time in a day to prepare as well as I would like to.

Interviewer 19:37

Okay, that's fair enough. Would there be any other challenges, maybe resources or things like that I could ever...

Interviewee 19:46

No, I think for the fact that we have internet access, there's enough, it makes a big difference.

Interviewer 19:51

And then, when presenting your lessons, especially if you're not an expert in a particular topic or a particular subject, what challenges would you find in presenting that lesson?

Interviewee 20:07

Probably the fact that I don't know as much as I would like to.

Interviewer 20:10

And how does that affect the lesson? If you don't know that much?

Interviewee 20:17

If I don't have ... feel that I've got enough background, I won't really encourage the children to ask about anything regarding the topic because I can't answer the question, but if they do I'll just say 'I'll Google it', or I'll Google it now while we're talking. Yeah, I suppose if you ... if I'm more

knowledgeable about the topic, there's more enthusiasm, and then they can ask me anything. And I can tell them interesting little tidbits about the topic.

Interviewer 20:44

And the interesting thing is, you mentioned earlier about real life applicability and stuff, if you can make it interesting, it would spark that goal setting and initiative that you spoke about earlier.

Interviewee 20:56

Yeah, yeah.

Interviewer 20:59

For sure, so these challenges that you mentioned, now do they affect the way, or the way you manage your class, and things like that, or not really?

Interviewee 21:11

I don't really think so.

Interviewer 21:13

Okay. Would you consider teaching...if, for example, you said you specialise for the intermediate phase - would you, but would you consider teaching outside of that more or less challenging than teaching inside?

Interviewee 21:31

I think it would be more challenging to teach outside, I think work. But it must be very hard to be a foundation phase teacher. And I think the high schoolers can be very challenging. I feel very comfortable.

Interviewer 21:46

And you are happy with your age group.

Interviewee 21:48

Yes I am.

Interviewer 21:50

Okay, just to close off, after reading the definitions and looking at the skills and things like that. Do you think facilitating these skills would be achievable outside of a field of specialisation? So a teacher that's not familiar with their context or their content or whatever? Do you think they will be able to facilitate those skills?

Interviewee 22:13

Yes, I think so.

Interviewer 22:15

Why would you say so?

Interviewee 22:17

I mean, like in something like goal setting if I can talk about the ...the hard and the soft skills, it doesn't matter what you're teaching, you can teach them to set goals to solve problems, time management, all those you can teach them it's irrelevant, irrespective of the content.

Interviewer 22:35

So you would say that there is maybe a disconnect between content and skills.

Interviewee 22:39

Do I say there is a disconnect?

Interviewer 22:44

I'm asking you, yes.

Interviewee 22:45

I don't think so.

Interviewer 22:45

So you think that they go together? But regardless of the content, you can still teach the skills.

Interviewee 22:51

Yes, I think so.

Interviewer 22:52

Okay. All right. Okay, that's... that's it.

Interviewee 22:54

Is that it?

Interviewer 22:55

Yeah, shame thank you so much!

Interviewee 22:56

Can I keep these? (Information sheet A and B)

Interviewer 22:57

Please, yes, you're more than welcome to keep them. Yeah. Thank you so much for your time.

Codename: Educator 5

Interview Part 1 and 2: 7 September Transcription

This interview took place at two separate times on the 7th of September 2022 due to scheduling conflicts, therefore the interview was split into two halves.

Part 1

Section 1

Farrand K.L – Researcher (Interviewer) 0:01

Okay, cool. So, let's get started. So, section one is about your types of teaching methods and strategies that you use in the classroom. Obviously, when you teach out-of-field or ... okay, how would you describe your class environment?

Educator 5 - Participant (Interviewee) 0:19

Like the environment itself or with children in it?

Interviewer 0:25

Yeah, either, both yeah. So ...

Interviewee 0:27

So, without - it's nice and peaceful and less chaotic and then but it can be pretty chaotic if like, to try and keep track of all the things.

Interviewer 0:36

Like organisational wise?

Interviewee 0:38

Yes, yes. And then some days are better than others with kids. Okay, some days... discipline.

Interviewer 0:45

So, you'd say discipline is a problem? So, you say you ... would you say what ... what entails like discipline problems for you?

Interviewee 0:51

So, just general unruliness. And, like, not listening. Like when I say 'be quiet', it's not a generally followed rule.

Interviewer 1:02

Okay. And how would you describe, like, the setup?

Interviewee 1:06

The setup? So, kids face the board, because we use that quite a bit. And then I am able to see them at all times. So, my desk faces them.

Interviewer 1:17

Okay, cool. During the teaching process, who would you say is in control of the lesson?

Interviewee 1:23

I'd like to think me. Sometimes the kids make it hard. But, I would say, me unless we're doing group work, because then they'll be in charge of that activity.

Interviewer 1:36

Okay. Why would you say you control your lessons this way? So, like you're in charge, except for when they do group work? Why do you choose that?

Interviewee 1:44

I think it's important to first teach them something before they can practice something. And that is knowledge I have. So, like, they have to kind of learn from me. And then once we go into groups, they can learn from one another, which is also valuable.

Interviewer 2:03

Okay. Are you seeing your lesson centred around the learner involvement?

Interviewee 2:09

Sometimes I do like them to ask questions or participate in discussion. So, it won't be just me babbling on about something. Just babbling on about something, like I'd like them to... I generally ask questions to see if they understand, or to provoke interaction so that I can see if they've grasped it or not.

Interviewer 2:33

Okay. Could you describe to me your go-to teaching style, so the way in which you would deliver a lesson on a day to day?

Interviewee 2:42

So, day to day, we would make a note, so I would either write it on the board, and they'd copy that down. So, we'd make a note, we... I'd write it on the board, and they'd copy it down, and then we'd do an activity. So, first explanation, and then the activity. And that will be either from a textbook or from a resource I've typed out.

Interviewer 3:06

Okay, on an average day, would you say you use more teacher-centred methods? For example, direct instruction, or learner-centred methods, such as problem-based learning?

Interviewee 3:19

I think majority is teacher-centred.

Interviewer 3:22

Okay, why would you say like, you've chosen that method, like you choose those methods of teaching?

Interviewee 3:27

I think it just helps me be in a little bit more control. When, especially like in group activities. If we don't go outside for it, there is very little like, it gets very loud. They struggle to hear one another, like their partners over the crowd. But that's... I see that is still valuable. But it's also like when you are learning a new concept for the first time. I think it's also valuable to have your focus on one thing at a time.

Section 2**Interviewer 3:59**

Okay, cool. Thank you. So that's the end of section one. Are you happy to go on to section two?

Interviewee 4:01

Yes.

Interviewer 4:03

Okay, so section two is about out-of-field teaching and self-directed learning and how to cultivate that. So, my first question for you is, have you ever heard of self-directed learning?

Interviewee 4:14

I have.

Interviewer 4:16

Okay, could you please describe to me what you think it is or what you know it is?

Interviewee 4:20

So, it's... this is like PGCE knowledge, I'm trying to remember. So, it's where the learners are more in control of their own learning. So, they are teaching, almost teaching themselves or trying to understand the concept by themselves with some influence from the teacher, but mainly they are in control of it.

Interviewer 4:45

Okay, cool that, that was actually very good, but I'm going to hand you information sheet A, and it's got a ... just a broad definition of what self-directed learning is by the author of the name of Knowles. So, if you could just, like, read through that and just familiarise yourself with it.

Interviewee 5:08

Okay.

Interviewer 5:09

Okay, so after reading information sheet A, do you think learners can be self-directed within a school environment?

Interviewee 5:20

I think it'll have to be a very specific environment. I don't think all schools will be able to have this type of environment.

Interviewer 5:27

Could you say why you say that, or describe the specific environment you're envisioning?

Interviewee 5:32

So, I think just from experience teaching the smaller grades from grades four to seven, especially the grade fours and fives, I don't think they have. They're still quite babyish. So, they don't even understand what's going on most of the time. So, I don't think they'd have the ability to choose a learning resource or to know what the outcome needs to be or something like that. But also, I think, if you are in a smaller setting ...that will be easier because the teacher can direct it. And then they can slowly wean themselves off from the learner's time.

Interviewer 6:14

Okay, so you're saying that there's maybe scope for a teacher to model that sort of behaviour, and then eventually the learner would become more independent, as time goes on.

Interviewee 6:26

But I think only in a setting that's quite small, like the... where there's only a few learners. So, home-schooling would be a good, a good place. But in a classroom where there's like, 40 kids, even our, like, 20 kids, I don't think that's realistic.

Interviewer 6:41

And why not?

Interviewee 6:46

I think, for bigger setting, discipline wise, I don't think every student is disciplined, you'd never get through this syllabus, and you'd have people at different places all the time in curriculum.

Interviewer 6:59

Okay, that makes... that makes sense. Do you think that self-directed learning can be developed, developed slowly through time?

Interviewee 7:06

Yes.

Interviewer 7:8

Within an individual?

Interviewee 7:11

Yes. Now that can be developed, especially if you have a model of that behaviour. So, if you see, if a teacher directs them to slowly develop that skill, I don't think that's a skill, you just have something that you have to learn.

Interviewer 7:27

Okay. Have you ever tried to facilitate self-directed learning with or without knowing that you were doing so? So, after reading that definition, and you think of times in your class? Have you ever purposefully done those things, or, consequently, allowed the learners to be self-directed?

Interviewee 7:46

I don't think I've purposely done it. But maybe in group work, like settings, they'll have the opportunity to be like, 'no, no, you're wrong'. This is... and re-explain things to a partner or something like that. Or be able to say, 'okay, I don't understand this', and then ask for help. But otherwise, no.

Interviewer 8:12

It's fine. Which teaching methods do you think would be best to allow learners to be self-directed? So, do you want to get that? [Phone ringing]

Interviewee 8:22

No, I don't.

Interviewer 8:24

Okay, so let me just repeat the question, which teaching methods do you think would be best to allow learners to be self-directed? So, you described your sort of methods as being teacher-

centred, you say that you make notes on the board? What sort of things do you think would allow learners to be more self-directed in a classroom?

Interviewee 8:42

I think the resources that are available to them need to be really, like, comprehensive. They need to be straightforward and almost be able to do the explaining like a teacher. So, whether it's an informational video or a textbook, I don't think you could do that with just any resource. So, like, just any textbook, it'll have to be quite a hefty, detailed thing.

Interviewer 9:10

And what do you think the teacher could do in the classroom?

Interviewee 9:12

The teacher? I guess they can facilitate discipline wise. So, like, just keeping quieting down, allowing them to have their own time to work through a section of work or to like, grasp the section. And then just being there for when there's questions and when there isn't an understanding of the work.

Section 3

Interviewer 9:40

Okay, cool. Thank you. So that's the end of section two. Are you happy to go on to the next section?

Interviewee 9:42

Yeah.

Interviewer 9:44

Okay, so the next section is about 21st century skills and self-directed learning. So, my first question for you is, have you ever heard of 21st century skills?

Interviewee 9:55

No.

Interviewer 9:56

Okay, that's fine. Could you try and describe to me what you think these skills might be or might entail.

Interviewee 10:02

So, would these be skills that you need in today's day? So, skills like technologically and stuff like?

Interviewer 10:09

So, you think that its technological skills?

Interviewee 10:11

Yeah.

Interviewer 10:13

Okay. So, the 21st century skills are a combination of technological skills, for sure, but there are others, including communication and problem solving, critical thinking - those would be your 21st century skills. So now that I've mentioned a few of them to you, have you ever considered the skills that learners might need to survive beyond their school career, as an educator.

Interviewee 10:37

I think... I think about that a lot, like education is more than just getting through a syllabus, they need to be able to cope in high school or in university, or in a working world. So, the... especially like problem solving, they need to be able to figure out how to do something on their own, because when there's not a teacher, even after school, like at home, they still need that skill. Did I answer the question or no?

Interviewer 11:05

Yes, no, of course - I want to hear what you have to say please, there's no right or wrong answer. Okay, do you think after reading information sheet A, do you think that self-directed learning is an important competency for a person to possess in the 21st century?

Interviewee 11:19

Yes.

Interviewer 11:21

Could you say why you say yes?

Interviewee 11:24

Because I think this, it might be difficult in your school life to apply this. But I think, especially after school, you need to... especially in... go to university and stuff. When in high school it's more independent learning. You need to be able to take initiative in your learning and be able to have 'I reached this outcome' and stuff like that.

Interviewer 11:46

Okay, cool. I'm going to provide you information sheet B, which is a list of hard and soft skills that are... that I've linked to self-directed learning, just to give you an example of what they are. So,

do you think that focusing on developing these skills is more or less important than imparting knowledge?

Interviewee 12:14

Oh, that's a good question. Can I say they're like equally important?

Interviewer 12:20

Course you can, could you say why you would say so?

Interviewee 12:23

Because I feel like they go hand in hand. If you can't communicate properly, you can't, like, relay your knowledge that you've learned, or if you can't, like, planning and stuff. Once you get to university, if you can't plan or manage your time, you can't receive the knowledge or learn the knowledge. So, I think it's important to know stuff, but also skills to what to do with that knowledge.

Interviewer 12:53

Okay, thank you. After looking at these skills that I've provided you with, have you ever actively considered developing these skills with in your lessons?

Interviewee 13:03

If I look at problem solving, time management and communication, yes. The hard skills not so much. Unless it's self-assessment. They've done that a few times. Yeah, so for time management, like setting a time limit to an activity or something like that, and then problem solving, generally there will be a problem-solving aspect and activity.

Interviewer 13:30

Okay, thank you very much. Are we going to take a break before we go on to section four?

Interviewee 13:34

Yep.

Interviewer 13:36

Okay, thank you so much.

Part 2

Section 4

Farrand K.L – Researcher (Interviewer) 0:01

Okay, so we'll just carry on. And we are continuing section four. Okay, so section four is about out-of-field teaching and self-directed learning in the classroom. So, question one question number one, I want to ask you, do you ever provide opportunities for your learners to solve real life problems within your subject?

Educator 5 - Participant (Interviewee) 0:24

So probably not in English, but in life skills and life orientation yes.

Interviewer 0:31

Why do you do it for one subject and not the other?

Interviewee 0:36

I think the opportunity just presents itself in life skills more. So, like, there's things that you can practically apply to general life in life skills, whereas in English, it's more theory English.

Interviewer 0:51

Okay, no problem. Do you allow your learners to collaborate and participate in group work regularly?

Interviewee 0:59

I wouldn't say regularly, but it does happen occasionally.

Interviewer 1:04

Okay, could you describe type of activities, group work activities that you do?

Interviewee 1:09

So sometimes, especially when it's a newish thing that I've explained, and I see they haven't fully grasped it, then I'll divide them in a group for like a relatively simple activity, and then they can kind of guide one another in that activity. That's how I would use it. But I can't think of a specific example.

Interviewer 1:31

Okay, that's okay. Do you give learners the opportunity to assess their own work?

Interviewee 1:32

Yes.

Interviewer 1:34

Okay. Why?

Interviewee 1:40

Because if I were to mark every single activity, I would be here for an entire lifetime.

Interviewer 1:45

Okay. Do you ever let them choose sort of the criteria... assessment criteria?

Interviewee 1:54

No.

Interviewer 1:56

Okay.

Interviewee 1:57

I don't think so.

Interviewer 1:58

That's fine. So, you would usually just use a memo situation and let them ...

Interviewee 2:02

Yes, and then with English because it's so subjective. Like, if they have an answer that's not on my memo, obviously, you'd have to like, look at it in the grander scheme of things.

Interviewer 2:10

Yeah. Do you allow your learners to select their own learning resources? So, for example, the resources that are used to set the work or the activities or whatever, do you ever allow them to bring resources in or choose their own resources?

Interviewee 2:31

Only if it's a project, not really anywhere else, so if, for example, we're doing a project in life skills, where they have to research a certain topic, so then they bring whatever, so they can look it up in a book on the internet, or whatever, and then they bring their resources in.

Interviewer 2:50

Okay. If you do, what sort of guidance or support do you provide learners in the process of selecting their own resources?

Interviewee 3:00

So, I'll guide them in, like, what specific information they'll need. So, I'll try to be very specific on like, for example, we're doing a project on cultures. So, I'll say 'okay, you need to find out what religion that culture support... supports, what clothes... traditional clothing, do they have? Traditional jewellery', so I'll try and be very specific so that I can guide them into where to find the information.

Interviewer 3:31

Okay. To what extent are your learners responsible for time management?

Interviewee 3:41

I wouldn't say they are very responsible for that. I usually say at the times, and then they'll still be a few stragglers that are not done. And then I'll be like, 'okay, you've got two more minutes, two more minutes and must be done'. But yeah, I'm usually the one that sets the time.

Interviewer 4:03

And for projects or whatever, do you ever allow them to come up with, like, the due dates or something along those lines?

Interviewee 4:09

Oh, yeah. So sometimes, then I'll ask how long do you think you'll need? So, for example, if I'm giving prepared reading, how long do you think you'll need to get to know this piece? And then they'll say 'No, ma'am, we can do it in a week or two weeks', and then we'll go from there.

Interviewer 4:27

Okay. How much of the learning environment is controlled by you? So, in terms of what happens in the learning environment, the stuff that is taught and learned and spoke?

Interviewee 4:40

I think majority of it is controlled, well, I'd like to think so, is controlled by me. But you do get a random, like, you never know what a child is going to say. So that can also throw the lesson entirely and I do get off topic quite a bit especially if a topic interests you, it's just a downfall.

Interviewer 5:01

Yeah. Are any of the learning topics selected by the learner? So, the work that you've covered throughout the year, or any of those topics selected by the learner?

Interviewee 5:10

No.

Interviewer 5:12

Where do the topics come from?

Interviewee 5:14

Either from the syllabus or from something I have come up with. That's a good idea...

Interviewer 5:21

And the syllabus would be?

Interviewee 2:24

Like the CAPS document.

Interviewer 5:25

Okay, I just wanted to check that.

Interviewee 5:26

Or a textbook.

Interviewer 5:28

Okay. Why do you do it this way? Why have you not allowed learners to select topics in the past?

Interviewee 5:35

I think because I try to prepare in advance, and then, or like in a holiday. So, then I obviously don't have the kids by me. But that's like, I don't know quite how you would try and get them to pick the topic. Unless it's like for poetry and you say choose your own poem, I dunno.

Interviewer 5:56

Yeah, yeah, for sure. Do you set all of the learning goals or are learners involved? So, in terms of, let's say, for argument's sake, by the end of the week, we want to have learned X.

Interviewee 6:12

Oh, I set all of them - all of those.

Interviewer 6:12

All of them? And why do you set all of those?

Interviewee 6:16

Because I think I know where we should be, in terms of timing in the syllabus. And sometimes will fall behind because someone won't understand something or I haven't talked properly. And we need some more clarification. So, I think if I don't know, in my mind, I'm like, if you let a kid set a deadline, we'll never get there.

Interviewer 6:43

Fair enough. Okay, that's the end of section four, are you happy to go on to section five?

Interviewee 6:46

Yes.

Interviewer 6:48

Okay, so this one is going to be about the challenges you experience in your out-of-field teaching. So specifically, if you can think of the times where you're teaching your subject that you have not specialised in. So, after hearing a little bit about self-directed learning and the skills involved in

the development of self-directed learning, as a competency, would you consider facilitating the development of self-directed learning in your classroom going forward?

Interviewee 7:20

I think, I understand it's an important skill. And you should probably start from a young age. So, I'd like to say yes, but I think it would be very difficult to implement it.

Interviewer 7:33

Why would you say so?

Interviewee 7:35

Just I think...I think it's a difficult skill to teach. And I think there's so many other pressures that you'd kind of just ... take it easy.

Interviewer 7:46

What would ... what would the other pressures be if you could elaborate on that?

Interviewee 7:49

So, admin tasks, trying to stay up to date with a curriculum, trying to be on track. Things like that. Just trying to take the less ... the path of least resistance.

Interviewer 8:01

For sure. What would you consider everyday challenges you face in preparing for your out-of-field lessons?

Interviewee 8:11

So sometimes you won't know much about a topic, and you'll have to go research it. So, before you can make your prep for the kids, you kinda have to prep yourself.

Interviewer 8:23

So, you would say a major challenge is lack of knowledge on the subject or content knowledge within the so the subject.

Interviewee 8:30

Yeah, at least I think I'm lucky in the sense that, for example, when I taught social science, it's not a subject I specialised in. But a lot of the things I'm generally interested in life. So, I have some knowledge. I wouldn't say all the knowledge in social science, but at least I had some knowledge that I could participate in broader conversations, not just what was in the textbook, but there are still topics in the textbook that you'll be like, oh, I need to familiarise myself.

Interviewer 9:01

For sure. What did you consider everyday challenges you face when delivering your out-of-field lessons? So, this is not about the preparation anymore, but when you're actually in the classroom giving the lesson.

Interviewee 9:15

So, sometimes, I mean, kids can have really good questions, and then they can stump you with those really good questions. So just the lack of knowledge again, then you'll say, 'oh, I'll go find out' or... and I feel like that shows incompetency.

Interviewer 9:31

Okay. And how does that make you feel like in the classroom in those moments?

Interviewee 9:37

Well, I don't want to fake it until you make it. I don't want to show them that. I actually don't know what I'm doing. Yeah, so that's just...yeah, it sucks.

Interviewer 9:46

Okay. Do these everyday challenges affect the teaching methods you use? So, earlier you mentioned that majority of your lessons, you control them, they're teacher-centred, does teaching have fields change the way in which you approach a lesson or deliver a lesson?

Interviewee 10:07

Yes, I think it would be a lot more textbook in a subject that I don't know, than, for example, in English where I can get off topic and I can explain to them like the magic behind this or whereas in social science, I kind of have to stick to the topic. Otherwise, if I veer too far for it, I don't know actually, what I'm talking about.

Interviewer 10:32

So, you say it would be more narrow and less in-depth.

Interviewee 10:34

Yes.

Interviewer 10:36

Okay. Would you consider teaching out-of-field more or less challenging than teaching in your field of specialisation?

Interviewee 10:44

Yes.

Interviewer 10:45

Why would you say so?

Interviewee 10:48

I don't know, just again the lack of knowledge. Like it's something you've compared to something you've specialised in, you know about it. I mean, I've done an honours degree in English, I am familiar with the language of the techniques and stuff. Whereas something you don't know, it's just a lot more difficult to teach something that you yourself don't know. Or you might have a surface knowledge of, but you can't delve deeper into the work.

Interviewer 11:17

Okay, thank you very much. And then the last question, after learning about self-directed learning and the self-directed learning skills, do you think facilitating these skills would be achievable in an out-of-field context? So, for the teacher, I mean, to teach those skills that were mentioned, you know, communication, goal setting time management and things like that? Do you think it would be achievable for teachers teaching outside of their field?

Interviewee 11:47

I think it's already difficult teaching those skills in a field that you are specialised in. So, I think I don't think it would be impossible, but it would be more challenging as just if you're not in your comfort zone, it's going to be more difficult to teach, like, more than just the content. If that makes sense.

Interviewer 12:10

No, of course it does. Okay, that's all the questions. That's the end of section number five. Thank you so much for your time. I really appreciate it.

Interviewee 12:16

You're Welcome.

ANNEXURE F: DECLARATION OF LANGUAGE AND REFERENCE LIST EDITING

ANNIE ODHAV

Proofreading and Editing Services

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15 August 2023

To Whom It May Concern

I hereby confirm that I have completed the language and technical editing of the dissertation entitled **THE EXPERIENCES OF OUT-OF-FIELD INTERMEDIATE PHASE EDUCATORS WITH SELF-DIRECTED LEARNING** by Kirsten Farrand, as submitted in accordance with the requirements for the fulfilment of the Master of Education in Curriculum Studies Degree.

My involvement was restricted to language usage, grammar, spelling, consistency, assistance with the Harvard referencing style and general technical formatting. I confirm that I did no structural re-writing of the content and did not influence the academic content in any way.

Please note that where specific instructions were received from my client and/or their supervisor, due to circumstances outside of my control, formatting may not strictly adhere to Harvard format in every instance. Also, while every possible effort has been taken to precisely edit and correct the above work, the editor cannot be held responsible for any non-compliance by the student of recommended changes and corrections.

Kind Regards

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