

Stakeholders' experiences of the implementation of an Open Distance Learning Grade R diploma programme

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DECLARATION

I the undersigned, hereby declare that the work contained in this dissertation 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.

Retha Serfontein

A handwritten signature in black ink, appearing to read 'R. Serfontein', with a stylized, cursive script.

Handtekening / Signature

19 October 2015

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ABSTRACT

Title: Stakeholders' experiences of the implementation of an Open Distance Learning Grade R diploma programme

Over the past few years the government of South Africa has been working towards the implementation of a law which stipulates that all Grade R teachers should be qualified practitioners. As a result, many unqualified practitioners are searching for improved qualifications.

The Unit for Open Distance Learning of the NWU implemented a Grade R diploma as the first of its kind in October 2013. The literature shows that any new open distance learning course has challenges that need to be taken into account in its implementation. Since no studies have been conducted on the implementation of the Grade R diploma at the North-West University, this research focused on the topic and investigated stakeholder experiences of the implementation by means of Open Distance Learning (ODL).

The purpose of the research was to explore and describe the challenges in the implementation phase of the Open Distance Learning Grade R diploma of the North-West University and to determine the most viable strategies to overcome these challenges as experienced by students, teacher-mentors, and lecturers as stakeholders.

In this qualitative research semi-structured interviews were conducted with students, teacher-mentors, and lecturers in two urban and in two rural settings. Interpretivism was used as the paradigm to interpret the literature as well as the qualitative data collected in interviews.

The analysis of the interviews was done according to the accessibility of the programme, content, communication between lecturers and fellow students, collaborative learning experiences, and the use of technology. The findings of as well as the strategies identified by the stakeholders were combined to present a list of final recommendations to the different stakeholders.

The results showed the computer literacy of the students to be one of the biggest challenges. As a result the students do not communicate freely with lecturers, do not join other students in support groups, cannot access the broadcast whiteboard sessions, and are not able to retrieve email messages from the university with important information such as timetables. Serious technical challenges which were detected in the broadcasting of the whiteboard sessions also require attention since these impacts on students' progress in the programme.

The challenges found in the study and the suggested strategies have been combined into recommendations applicable to students, teacher-mentors, and lecturers.

Keywords

Early childhood development (ECD), early childhood education, distance learning, open distance learning (ODL), Grade R diploma programme, practitioner.

OPSOMMING

Titel: Stakeholders' experiences of the implementation of an Open Distance Learning Grade R diploma programme

Die afgelope paar jaar word daar gewerk in die rigting van die implementering van 'n wet wat stipuleer dat alle Graad R-onderwyseresse oor toepaslike kwalifikasies moet beskik. Na aanleiding hiervan is baie ongekwalifiseerde onderwyseresse besig om navraag te doen oor verbetering van hul kwalifikasies.

In Oktober 2013 is die Graad R-diploma as eerste van sy soort deur die eenheid vir Oop Afstandslêer van die Noordwes-Universiteit geïmplementeer. Die literatuur toon aan dat enige oop afstandslêerprogram uitdagings bevat wat gedurende die implementering in ag geneem moet word.

Aangesien daar nog geen navorsing gedoen is oor die implementering van die Graad R Diploma aan die Noordwes-Universiteit nie, is hierdie studie gefokus op die verskynsel, en is belanghebbendes se belewenis van die implementering van die Graad R-diploma ondersoek deur middel van oop-afstandslêer as metode van aflewering.

Die doel van die navorsing was om die uitdagings in die implementeringsfase van die Graad R Diploma van die Noordwes-Universiteit te ondersoek en te beskryf, en om te bepaal of daar uitvoerbare strategieë is wat die studente, mentors, en lektore as belanghebbendes kan gebruik om die uitdagings te oorkom.

In hierdie kwalitatiewe navorsingsprojek is semi-gestruktureerde onderhoude gevoer met studente, mentors, en lektore in twee stedelike en twee plattelandse gebiede. Interpretivisme is gebruik as paradigma om die literatuur sowel as die kwalitatiewe data te interpreteer.

Die analise van die onderhoude is gedoen volgens die toeganklikheid van die program, die inhoud, onderlinge kommunikasie tussen lektore en studente, samewerkende leerervarings, en die gebruik van tegnologie. Die bevindinge sowel as die strategieë wat geïdentifiseer was deur die belanghebbendes, is gekombineer om 'n finale lys van aanbevelings na die verskillende belanghebbendes te stuur.

Die bevindinge toon aan dat rekenaargeletterdheid by die studente een van die grootste uitdagings is. Die gevolg hiervan is dat studente nie vrylik met die dosente kommunikeer nie. Sommige studente skakel nie by die ander studente se ondersteuningsgroepe in nie, hulle is nie in staat om die witbordsessies van die internet af te laai nie, en kan dikwels nie belangrike e-posboodskappe van die universiteit met inligting soos hulle eksamenroosters

lees nie. Die tegniese probleme wat voorgekom het met die uitsaai van die witbordsessies behoort ook aandag te geniet aangesien dit 'n impak het op studente se vordering in die program.

Die uitdagings sowel as voorgestelde strategieë wat in hierdie studie bevind is, is gekombineer en aanbevelings is gedoen aan studente, mentors en lektore om die implementeringsfase en verdere implementering van die program glad te laat verloop.

Sleutelwoorde

Vroeë kinderontwikkeling, vroeë kinderopvoeding, afstandsonderrig, oop-afstandsleer, Graad R-diplomaprogram, opvoeder.

LIST OF ACRONYMS

ABET	Adult Basic Education and Training Institute
ANC	African National Congress
CAPS	Curriculum and Assessment Policy Statement
CHE	Council for Higher Education
CMC	Computer-mediated communication/conferencing
COLSA	College of Open Learning in South Africa
CPTD	Continuous professional teacher development
DAP	Developmentally appropriate practice
DBE	Department of Basic Education
DEIC	Dutch East India Company
DETC	Distance Education and Training Council
DHET	Department of Higher Education and Training
DoE	Department of Education
ECD	Early childhood development
ETDP SETA	Education Training Development Practices Sector Education and Training Authority
GET	General Education and Training band
ICCE	International Council for Correspondence Education Information
ICS	International Correspondence Schools
ICT	Communication Technology
ICT	Information and communication technologies/tools
INSET	Enhancement of distance education and in-service training for teachers
IPET	Initial professional teacher education
IVT	Interactive video teleconferencing
MCTE	Ministerial Committee on Teacher Education
MRTEQ	Minimum Requirements for Teacher Education Qualifications
NADEOSA	National Association of Distance Education Organisations of South Africa

NAEYC	National Association for the Education of Young Children
NANE	National Association for Nursery Education
NCS	National Curriculum Statement
NEPI	National Education Policy Investigation
NQF	National Qualifications Framework
NSFAS	National Student Financial Aid Scheme
NUEA	National University Extension Association
NWU	North-West University
ODL	Open distance learning
OECD	Organisation for Economic Co-operation and Development
OLG	Open Learning Group
OU	Open University
POK	Potchefstroomse Onderwyskollege
PU vir CHO	Potchefstroomse Universiteit vir Christelike Hoër Onderwys
REAP	Rural Education Access Programme
RNCS	Revised National Curriculum Statement
RWIL	Grade R Work-integrated learning
SACHED	South African Committee for Higher Education
SACOL	South African College for Open Learning
SAIDE	South African Institute of Distance Education
SAQA	South African Qualification Authority
UNISA	University of South Africa
UODL	Unit for Open Distance Learning

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CHAPTER 1: INTRODUCTION AND ORIENTATION TO THE STUDY

1.1 Introduction and problem statement

Grade R is the first year of the Foundation Phase in the primary schooling system in South Africa. In the policy on Minimum Requirements for Teacher Education Qualifications (MRTEQ), the diploma in Grade R is set as the minimum qualification for Grade R teachers (South Africa, 2011:41). This qualification is described as specialisation of knowledge, practical skills and experience in a Grade R teaching context. Prior to 2001 the Department of Education (DoE) did not have specific requirements for the qualifications of Grade R teachers. The 2005 General Household Survey Statistics South Africa reported a 40% to 62% increase in the enrolment of five-year olds for Grade R. It was found that the availability of Grade R classes needed to be expanded and also shared so that the quality of teaching can be improved through resourcing of personnel and the provision of better facilities (OECD, 2008:48).

The minimum requirements for Grade R teachers follows from the publication of the Education White Paper 5 (DoE, 2001:5). In this document the Department of Education addressed the requirements for early childhood development (ECD), and identified the need for a registered Grade R programme. The aim was that by 2010 all children entering Grade 1 should have participated in an accredited reception year (Grade R) programme. The government did not reach the latter goal by 2010. However according to the Action plan 2014 of the Department of Basic Education, the percentage of Grade 1 learners who had received pre-primary schooling had increased from 60% to 80%. This target was extended so that all the children starting Grade 1 in 2015 are expected to have completed Grade R during 2014 (South Africa, 2010:20).

Between 2005 and 2010 a growth stimulus in ECD sites automatically led to a need for training and during the past five years provision for children attending these ECD sites, has doubled (ETDP SETA, 2012:14). According to Atmore (2012:6) 2011 statistics indicated that 67% of five-year-olds were already enrolled in Grade R. This shows progress in terms of the government's revised goal of making Grade R compulsory to all children before they enter Grade 1. According to the Action Plan to 2019, 96% of Grade 1 learners had received a year of Grade R education in 2014. Steady progress is thus being made and the target of enrolling all Grade 1 learners in a Grade R class before they enter school has been extended to 2019 (South Africa, 2015:32).

The Education White Paper 5 stated that all accredited reception year teachers need to be registered as teachers and that teachers who do not have specialised qualifications to teach the reception year, need to enrol for teacher training programmes (DoE, 2001:6). However, there are still not enough accredited reception year teachers in South Africa. Many underqualified people in teaching positions are not in the position to give up their current incomes to study full-time. Therefore, the need for an Open Distance Learning programme developed. The development of Open Distance Learning made it possible for them to continue working and study at the same time.

According to (ETDP SETA) Education Training Development Practices Sector Education and Training Authority (2012:9), there are specified qualification levels for practitioners in the ECD sector but up until 2012 they could not be enforced because of the large backlog in trained practitioners. People employed as ECD practitioners in educational centres are poorly paid and their jobs are uncertain. When the government announced that the Grade R qualification would become compulsory, it led to the migration of qualified practitioners to Grade R classes. The North-West University's Faculty of Education responded to this need by designing and registering a Grade R diploma programme for open distance learning. This programme was first implemented on 1 October 2013 and started with 100 students¹ between the ages of 18 and 65 at the first intake (Greyling, 2014). Stakeholder experiences of the implementation of the programme have not yet been explored.

It is clear from international and national literature exploration that most new distance learning programmes encounter challenges which need to be addressed to ensure successful implementation. Reference to the literature and an explanation of the challenges are discussed in 1.2.2. However, being a new open distance learning programme, the North-West University has not yet identified the specific challenges regarding the mode of delivery for this Grade R diploma.

The problem to be solved through this research is therefore to explore the stakeholders' experiences of the implementation of the open distance learning Grade R diploma programme. More specifically, the aim is to explore specific challenges which stakeholders experience, and which might have an impact on the successful implementation of the programme. The following key concepts are relevant to the study:

¹ In this context, students are those people enrolled for the Grade R diploma programme.

1.1.1 Early childhood development (ECD)

The national Department of Education defines early childhood development (ECD) (2012:2), as “The processes by which children from birth to nine years of age grow and thrive physically, mentally, emotionally, morally and socially”.

According to (UNESCO), the United Nations Educational, Scientific and Cultural Organization, (2015) early childhood development is the period between birth and 8 years. The foundation of learning and development is laid in these early years since the brain has a remarkable ability to grow.

1.1.2 Distance learning

Distance learning can be described as education that provides opportunities to those who are not able to study full-time or who cannot attend courses at a specific campus. It educates people at an affordable cost (Bhalalusesa, 2006:49). According to Keegan (1999:34) distance learning is an option when a person chooses not to attend a school, university, or college but chooses to study from home or work.

1.1.3 Open distance learning (ODL)

Open distance learning (ODL) is a flexible, learner-centered approach to distance learning where students choose when, where, how, and at what pace they want to learn (Kanuka & Conrad, 2003:386). Students may enrol for a programme at any time during the year (Spamer, 2014) and there is not only one registration date.

According to the North-West University (NWU) Unit for Open Distance Learning (UODL), open distance learning refers to any off-campus programme(s) offered by the NWU (NWU, 2013:6). Currently the NWU has 52 centres in South Africa and Namibia to which different programmes are broadcast. ODL-programmes imply independent study by students in combinations with structured contact sessions and student support consisting of appropriate study material and access to lecturing staff (NWU, 2013:6).

1.1.4 Practitioners

According to the webpage of the National Development Agency (NDA), a person working with children in an ECD centre is someone who has been formally or informally trained to provide ECD services for children from birth to school-going age (NDA, 2014).

1.1.5 Grade R

According to the SA Department of Education, Grade R is the first year of the Foundation Phase in the General Education and Training (GET) band, which is Grades R-9. Grade R forms a bridge between home and school and prepares young children (4-5 years of age) for formal learning in primary schools. "The focus of this grade is on learning through play, developing physical co-ordination, and developing spoken language competence and fundamental ideas that will form a basis for the later development of number sense and literacy" (DoE, 2010a). Attending Grade R is currently not compulsory and at this stage also not funded in South Africa.

1.1.6 Grade R diploma

"The Diploma in Grade R teaching is the minimum qualifications for Grade R teachers" (South Africa, 2011:44). This qualification is a three year diploma course on NQF-level 6, recognised by the Department of Basic Education. The qualification enables students to teach Grade R learners in a school (Greyling, 2014).

1.2 Review of literature

The literature review addresses the background to ECD and Grade R as well as challenges with open distance learning.

1.2.1 Background to ECD and Grade R in South Africa

As far back as 2001 the Department of Education acknowledged and recognised the vital importance of early childhood development (ECD) programmes and the implementation of the pre-school reception year was therefore prioritised in the Education White Paper 5 (DoE, 2001:10). The implementation of the goal was set for 2010 and a national ECD pilot project was launched by the Department of Education in 1997 (DoE, 2001:21). The medium-term goal was that by the end of 2010 90% of all five year olds would be accommodated in primary school-based reception year programmes (Department of Education, 2001:28). This goal was not reached. Goal 13 of the action plan of the Education White Paper 5 for 2014 was to improve the access of children to quality ECD programmes before Grade 1 (DBE, 2011:9). The Department of Education also aimed to increase the number of ECD programmes in the country, to improve the quality of the programmes, and to improve the qualifications of the teachers. This led to the establishment of numerous Grade R classes at primary schools and consequently a shortage in qualified Grade R teachers.

According to the National Policy Framework for Teacher Education and Development in South Africa (South Africa, 2007:18) the shortage of teachers affected rural schools the most

and one of the areas where there was a substantial need was reported to be the Foundation Phase. One of the conclusions made was that the number of pre-service teachers trained at universities is insufficient to meet the need for newly trained teachers over time. Part of the recruitment campaign of the National Policy Framework for Teacher Education and Development in South Africa was to motivate people, young and old, to study teaching. It was also acknowledged that there was a need for people who have already been teaching in Grade R for many years without proper qualifications, to study and improve their qualifications (South Africa, 2007:18).

The policy of the Department of Higher Education and Training, (DHET) on minimum requirements for teacher education qualifications (DHET, 2010:7) stated that all teacher education programmes should include urgent steps to address what the National Policy Framework for Teacher Education and Development in South Africa (South Africa, 2007:18) referred to as critical challenges in education. The policy refers to factors such as the legacies of apartheid, the poor content and conceptual knowledge of teachers, the acute shortage of qualified teachers including Grade R teachers (DHET, 2010:7), and the impact thereof on poor academic performance.

The Action Plan to 2014 elaborates on the legacy of apartheid in South Africa. According to the report of the Department of Basic Education (DBE), (2011:17), the legacy of apartheid is still strong in South Africa and is often reinforced by economic inequalities. It calls upon the education system to make an effort to break down these inequalities. Apartheid, especially following the 1953 Bantu Education Act, is according to the Department of Basic Education, characterised not only by segregation in schools, but also by segregation in the training of teachers: “Different groups of teachers experienced training that was different in terms of its resourcing, its quality and its ideological thrust” (DBE, 2011:18).

Previously, higher education was mostly reserved for the economically privileged and comprised full-time, on-campus studies (Rabe & Sieberhagen, 2013:19). The concept of distance learning started in Potchefstroom in 1993 with in-service training programmes which the Potchefstroom College of Education offered to teachers who wanted to improve their qualifications (Rabe & Sieberhagen, 2013:19). Until 2001 distance learning was only possible for teachers who had been in the teaching profession for 5 years or more. A need for a programme to train teachers who specialise in Grade R arose from 2001 onwards, specifically for teachers who had been teaching Grade R classes previously without proper and or relevant qualifications. The open distance learning Grade R diploma enables teachers in the workforce as well as those who had previously been disadvantaged by apartheid and could not study at institutions of their choice, to enrol and qualify as Grade R teachers (Greyling, 2014).

1.2.2 Challenges with Open Distance Learning

In order to explore the stakeholders' experiences of the implementation of the Grade R diploma, it is necessary to give an overview of some of the challenges that other ODL programmes encountered nationally and internationally with implementation of similar programmes. Student success is a high priority for any academic institution. A study at the University of South Africa (UNISA) on student success in the open distance learning (ODL) context identified different factors that have an impact on student retention and therefore success rate (Subotsky & Prinsloo, 2001:178-179). These factors are discussed in Chapter 3.

A study in South Africa explored the factors that impact on the success of disadvantaged students in the higher education sector in South Africa (Jones, Coetzee, Bailey & Wickham, *et al.*, 2008:5). The researchers sampled undergraduate Rural Education Access Programme students (REAP) who had National Student Financial Aid Scheme loans (NSFAS) as well as being supported by the REAP programme, plus students who were not supported by REAP but had NSFAS loans (Jones *et al.*, 2008:5). The students were from five different institutions in South Africa. It was concluded that their pre-entry characteristics (prior schooling, family background, skills, competences, goals, and aspirations) have a major influence on how well the students integrated both academically and socially. Academic integration is enhanced when a student has positive interactions with academic staff and social integration is enhanced through extracurricular activities with peers (Jones *et al.*, 2008:6).

The need for access to higher education continues to increase worldwide. The millennium goals described in the Kenya Vision 2030 states that teacher certificates should be phased out in favour of diplomas and degrees (Maritim, 2009:241). Distance learning to improve qualifications is thus promoted to teachers while in the profession (Maritim, 2009:241). Many teachers from Kenya bettered their qualifications through the University of South Africa's open distance learning courses.

The growing need for distance learning is also recognised by Butcher, Latchem, Mawoyo, and Levey (2011:151): "Today, many African universities have introduced technology-mediated learning for both distance and face-to-face education in order to improve teaching and learning". Information communication technology (ICT) is used in teaching and learning strategies in open distance learning, but due to the novelty of the field, reporting on research-output on technology in education is still inadequate (Butcher *et al.*, 2011:150).

In distance learning students are physically distant from other students and lecturers. The effective use of technology is thus crucial and has an influence on student satisfaction and success; it is a tool to bridge the distance between students and lecturers. DeBourgh

(2003:149) studied the student satisfaction of 43 graduate nursing students enrolled for a distance learning course via interactive video conferencing and the internet. It was found that the quality of instruction and the effectiveness of the lecturer are still important to students even in distance learning. Sowan and Jenkins (2013:553) explored the design and delivery process of an undergraduate distance nursing course at Hashemite University, Jordan, in terms of student satisfaction and achievement. Some of the objectives of their study were to investigate the relationships between student satisfaction and achievement of the distance students, as well as to determine the difference in achievement between the distance students and on-campus students (Sowan and Jenkins, 2013:555). It was found that the ODL students' biggest barrier was a lack of computer and internet access and skills, exacerbated by their belief that ODL teaching is of a lower quality than that received by full-time students (Sowan and Jenkins, 2013:559). Despite these barriers, the achievement of the ODL students correlated well with that of the on-campus students (Sowan and Jenkins, 2013:560).

Research on distance learning has three pedagogical principles which Sowan and Jenkins (2013:554) used as a basis to design their course:

1. course accessibility
2. communication and interaction between fellow students and lecturers, and
3. focus on active and collaborative learning experiences.

International and national literature searches indicate that there are numerous challenges coupled with the implementation of any new open distance learning programme. The above three pedagogical principles, as well as the use of technology were applied to categorise the various challenges cited in the international and national literature sources.

1.2.2.1 Course accessibility

The delivery of materials, the provision of orientation to the course, and the operation of equipment are seen as challenges in course accessibility. A lack of proper infrastructural support causes students to struggle with connectivity and accessibility of study materials from home (De Bourgh, 2003:152; Maritim, 2009:245; Sowan & Jenkins, 2013:544). Butcher *et al.*, (2011:151) confirms this when they state that technology and infrastructure are challenges that need to be met to improve student learning and knowledge creation in distance learning.

Geographical distance, not being close to other students, the infrastructure of the university, and the socio-economic situation of students are additional challenges. Students often find access to campus-based resources such as a library, registration and records offices, bookstores, financial and administrative offices, advising and counselling offices, difficult (De

Bourgh, 2003:152; Jones *et al.*, 2008:8). According to Subotsky and Prinsloo (2011:177) these negative influences on student success can be attributed to the ongoing legacy of apartheid, the fact that many students are underprepared for higher education, the poor socio-economic situation of students, skills shortages, and health risks such as HIV/AIDS. All of the above lead to students not completing their studies.

The attitudes of lecturers have an effect on student success (Maritim, 2009:245). In dual-mode institutions where there are on-campus and distance learning students, on-campus students are favoured by lecturers and it was found that this preference displayed by academic staff have an impact on the distance learning programmes (Maritim, 2009:245).

1.2.2.2 Focus on active communication and interaction

There are less communication and interactive opportunities between students themselves and between students and lecturers in distance learning than in courses delivered on campus (Sowan and Jenkins, 2013:544). This lack of interaction and personal contact with mentors and/or lecturers is a major weakness in distance learning. According to students, the clarity of class assignments and communication of course performance and expectations, as well as the prompt exchange of course materials between lecturers and students, are problematic (DeBourgh, 2003:151-152). The restricted use of multimedia is also regarded as one of the contributing factors to constrained communication between students and lecturers (Maritim, 2009:245).

1.2.2.3 Collaborative learning experiences

In the past some students felt that the quality of distance learning is lower than that of the on-campus courses (Sowan & Jenkins, 2013:555). Now that distance learning is more common, students expect effective lecturers and quality courses in distance learning, just as much as students who are on-campus. The increased demand for distance learning and education will lead to the increase of expectations for quality instruction, academic achievement, and satisfying learning experiences (DeBourgh, 2003:160).

Many students are not socially and academically prepared for tertiary studies (Jones *et al.*, 2008:8). They often have to study in their second or even third language and have not been sufficiently exposed to academic language to be able to adequately understand it and write academically themselves (Jones *et al.*, 2008:8). There is often inadequate learner support for these students to become critical thinkers and be more self-regulated (Jones *et al.*, 2008:9).

1.2.2.4 Use of technology

Sometimes students lack the necessary skills for using the internet and struggle with access to information technology (Jones *et al.*, 2008:8; Sowan & Jenkins, 2013:544). Many students from rural areas do not have electricity at their homes or schools which causes obstacles to information and communication technology as a learning resource (Maritim, 2009:247). In addition there are not always enough technical support staff members available during and between instructional sessions via interactive video teleconferencing (IVT) and computer-mediated communication (CMC) (De Bourgh, 2003:152). Distance learning relies on technology.

An analysis of these problems suggests the following viable strategies.

1.2.3 Viable strategies to resolve challenges

1.2.3.1 Course accessibility

According to Jones *et al.* (2008:9) students need support and guidance with their finances and choices of study courses. They should undergo pre-assessment evaluations to determine their knowledge levels in the specific field and especially in the language of instruction used by the institution. It is suggested that students undergo an orientation programme to help them adjust academically, socially, and culturally (Jones *et al.*, (2008:9).

1.2.3.2 Communication and interaction between fellow students and lecturers

The abovementioned pre-assessment evaluation should identify at-risk students and address their problems timeously. Guidelines on study skills and time management can help. This support can be given via personal contact, the telephone, tutorials, or through the internet. A mentor and peer-support programme is highly recommended (Jones *et al.*, 2008:10-11). The use of technology could assist lecturers to have better communication with their students (Maritim, 2009:245). It is also recommended that lecturers set standards for students during a course and guide them in their time management (Sowan & Jenkins, 2013:563).

Sowan and Jenkins (2013:544) suggest that a lecturer can improve students' communication by enhancing their internet skills. Students can then learn by integrating knowledge from each other. This, together with internet-based discussions prompted by the lecturer via the internet, can lead to higher order thinking.

Technology like the internet and emails cannot simply be used as a replacement for the lecturer, but needs to be used as a vehicle to improve the students' learning strategies. It leads to collaborative learning experiences.

With more communication and interaction between lecturers and students, the students will be enabled to work independently (Jones *et al.*, 2008:8-9).

1.2.3.3 Use of technology

The lecturer can use technology to give sufficient support to meet students' needs. Effective instructional strategies can even assist students with limited course access to achieve success (Sowan & Jenkins, 2013:544). Synchronous tools (virtual cafes, chat rooms, and video conferencing) and asynchronous tools (letters, announcements, and notes) can be used to counter the lack of communication (Sowan & Jenkins, 2013:554). Being able to see other students' posts and having prompt feedback from lecturers via email will promote student support as well as critical thinking which is important for student success.

According to Subotsky and Prinsloo (2001:190) mutual responsibility is a pre-condition for success. Both student and lecturer need to work towards overcoming challenges. An implementation plan put forward by UNISA involved different initiatives like revitalising student support services by developing e-tutoring and mentoring, and having a system where knowledge is available to identify, predict, and address risks to success as soon as possible (Subotsky and Prinsloo, 2001:190).

Both international and national literature sources show that there are challenges in the running of open distance learning programmes. To improve the successful implementation of the ODL Grade R diploma at NWU, it will be necessary to explore the stakeholders' experiences of the implementation of the programme. In this particular study, the stakeholders are the students enrolled for the ODL Grade R programme, the teacher-mentors of these students, and the lecturers at NWU, Potchefstroom campus.

1.3 Research question

The specific research questions to be answered in this study are:

1. What are the challenges that the students, teacher-mentors, and lecturers, as stakeholders, experience in the implementation of the open distance learning Grade R diploma of the North-West University?
2. What are the most viable strategies to overcome the challenges experienced by these students, teacher-mentors, and lecturers as stakeholders?

1.4 Purpose of the research

The purpose of the research is:

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1. to explore and describe the challenges in the implementation of the open distance learning Grade R diploma of the North-West University which students, teacher-mentors, and lecturers as stakeholders experience, and
 2. to determine the most viable strategies to overcome these challenges experienced by students, teacher-mentors, and lecturers as stakeholders.

1.5 Research design and methodology

1.5.1 Research design

A research design comprises the plan and procedures that explain how a study of a specific topic is done. It describes the window through which a researcher intends to look at an identified problem, and explains the strategies, specific methods of data collection, analysis, and interpretation (Creswell, 2009:3). Mouton (2013:49) describes a research design as the section in the research proposal that addresses what type of study will be undertaken in order to answer the research question; it is a plan or a blueprint of how you intend to conduct the research.

According to Creswell (2009:3) the three types of research designs are qualitative, quantitative, and mixed methods. Qualitative research is the design used in this study since qualitative research explores and aims to understand the meaning that individuals and groups ascribe to a phenomenon (Creswell, 2009:4). In this case the phenomenon is the implementation of the Grade R diploma, and the stakeholders' experience thereof.

To provide acceptable answers to the above research questions a qualitative research design is used to explore and understand how students, lecturers and teacher-mentors in Open Distance Learning experience challenges regarding the implementation of the Grade R diploma. The research methodology that is used is that of phenomenology (Nieuwenhuis, 2007a:51).

1.5.2 Methodology

"The phenomenological method aims to describe, understand and interpret the meanings and experiences of human life" (Bloor & Wood, 2006:128). Phenomenology as a research method focuses on people's reflections of their own experiences. Vanderstoep and Johnston (2009:206) explain that phenomenology focuses on how a certain group of people experience a certain phenomenon and how they construct meaning from that particular experience. In this study the group of people is a sample of students, teacher-mentors, and lecturers who are involved in the implementation of an open distance learning Grade R diploma programme.

According to Merriam and Muhamad (2002:37) people experience life from a certain perspective which gives them meaning. People's perspectives differ. Phenomenology is the study of discovering how they differ and includes a study of their lived experiences.

1.5.2.1 Method

The researcher commenced data generation by doing an in-depth scholarly review on previous studies about the challenges encountered in the implementation of other open distance learning programmes. This knowledge was used to construct probing questions for an interview guideline that was used to explore the stakeholders' experiences in the implementation of a Grade R diploma. According to De Vos, Strydom, Fouché, and Delport (2011:345) probing is one of the communication techniques that an interviewer can use to persuade participants to impart more information about an issue under discussion.

1.5.2.2 Paradigm

The theoretical lens through which the research is viewed, is often called a paradigm, a philosophical worldview, or epistemology. Every research project is shaped from a basic set of beliefs. It explains the starting point of every topic which is studied (Creswell, 2009:6). According to Nieuwenhuis (2007a:57) qualitative research is commonly based on interpretivist or critical theory paradigms. In this study interpretivism is used as the paradigm since it is the explaining and understanding of the social world which blends in with the use of phenomenology as research methodology (Blaxter *et al.*, 2010:61). According to Nieuwenhuis (2007a:59) interpretive studies generally attempt to understand phenomena through the meanings that people assign to them. This paradigm is valuable as it underpins the desire for case study research design to focus on the experiences of the participants.

1.5.2.3 Researcher's role

The researcher selected and interviewed the participants (students, teacher-mentors, and lecturers) in a pilot study; this consisted of two trial interviews before finalising the interview guidelines.

Thereafter the researcher selected and visited two urban settings and two rural settings to interview the students (n=12) and teacher-mentors (n=4). The lecturers (n=4) were interviewed at the North-West University. The researcher then transcribed the semi-structured interviews and identified similarities and differences in the answers, for analysis. The information from the transcripts was used to interpret and understand how the participants experience the implementation of the Grade R programme. These interpretations were used to answer the research questions.

1.5.2.4 Site selection

Students from all over South Africa and Namibia have been enrolling for the newly implemented open distance learning Grade R diploma of the North-West University, Potchefstroom since 2013 (Greyling, 2014). The duration of the Grade R programme is three years but it may be extended to five years because of the open distance mode of delivery.

The NWU ODL unit has 52 distance learning centres in South Africa (Redelinghuys, 2014). According to Redelinghuys (2014) the centres have coordinators for different subjects. Distance learning is enhanced for students of the Grade R diploma, by three whiteboard sessions per module at some of the centres all over South Africa and in Namibia. These sessions are presented by lecturers on Friday afternoons and/or Saturdays according to a set programme. It is not compulsory for the students who are enrolled for the Grade R diploma to attend the sessions. Should they miss the whiteboard sessions, they can access them through the internet two weeks after the broadcast (See 3.6.5). The advantage of the open distance learning programmes is that teachers in the profession can keep on working while they are enrolled in the programme.

For this specific research, the researcher selected and visited two urban areas (Pretoria and Cape Town), and two rural areas (Rustenburg district and Delareyville) during the months of November and December 2014. She conducted interviews for data generation regarding the implementation phase of the ODL Grade R diploma programme. The stakeholders involved in the programme are students, teacher-mentors, and lecturers. A total of three students and one mentor were interviewed in each area. Four lecturers were interviewed in Potchefstroom (See Table 1).

1.5.2.5 Participant selection

Sampling means to select a portion of a specific population for a study (Nieuwenhuis, 2007b:79). It needs to be done carefully to obtain the best possible information for the researcher to be able to answer the research questions (Nieuwenhuis, 2007b:79). In this study the participants were selected from the Grade R diploma students of the North-West University which is currently the only university that offers an open distance learning Grade R diploma where students do not have regular contact with lecturers.

Sampling methods can be divided into two broad categories namely probability and non-probability methods (Maree & Pietersen, 2007:172). The first group refers to simple, random, systematic, stratified, or cluster sampling. The second group, namely non-probability methods which are used in this study, refers to convenience, quota, snowball, or purposive sampling (Blaxter *et al.*, 2010:170). Purposive sampling was selected because the

participants were hand-picked according to certain criteria. These criteria should assist the researcher in choosing participants that are most likely to make a contribution to the study. With criteria sampling, the researcher sets specific criteria at the beginning of the study which the selected participants should comply with. This can be anything from gender, race and age, to a particular teaching strategy or learning barrier (Nieuwenhuis, 2007b:80).

Purposive sampling or purposeful sampling, as it is called by Vanderstoep and Johnston (2009:188), typically focuses on smaller samples than quantitative research studies. The participants selected as stakeholders in this study were twelve students from urban and rural areas who had been enrolled for at least 12 months for the Grade R diploma at the North-West University, four teacher-mentors, and four lecturers who currently teach these students. The purpose was to identify the challenges that the stakeholders (students, teacher-mentors, and lecturers) involved in the Grade R diploma, experience during the implementation of the programme, and to determine the most viable strategies to overcome these challenges.

1.5.2.5.1 Criteria for participant selection

People of any age who have passed matric or a qualification equivalent to matric, may register for the open distance learning Grade R diploma which means that the students don't have to live in the city, near the university. For this reason it was important to choose participants from both urban and rural settings who are attending classes at any of the 52 centres.

The selected student participants have been enrolled for the past year as students for the open distance learning Grade R diploma at North-West University, Potchefstroom. The selected teacher-mentors have been working as teacher-mentors for the past year for one or more of the students enrolled at NWU. The NWU lecturers have been involved in the programme by offering whiteboard sessions for the Grade R diploma for the past year (2013). All the participants are able to understand and speak English; the interviews were therefore conducted in English which is also the medium of instruction for the NWU ODL programmes.

For the empirical research six students were selected from the rural areas of Rustenburg and Delareyville. Two urban centres, Cape Town and Pretoria (Table 1), were visited. Six of the students were selected from urban settings.

Table 1: Participant classification

Participants	Urban centre 1 Cape Town	Urban centre 2 Pretoria	Rural centre 1 Rustenburg district	Rural centre 2 Delareyville
Students enrolled for the Grade R diploma for the past year.	3 students	3 students	3 students	3 students
Teacher–mentors involved in programme for the past year.	1 mentor	1 mentor	1 mentor	1 mentor
Lecturers at the NWU, Potchefstroom	4 lecturers	—	—	—

1.5.2.6 Methods of data generation in qualitative studies

Data can be collected in qualitative studies via interviews, ethnographic observation, analysis of documents or material, and visual analysis. In this study, semi-structured interviews were conducted with the purposive selected participants to explore the challenges they experienced during the implementation of the open distance learning Grade R diploma.

According to Merriam (2002:13) interviews can range from highly structured, where specific questions as well as the order in which they are asked are determined ahead of time, to unstructured, where one explores topic areas, but neither the questions nor the order are predetermined. In a highly structured interview the interviewer is restricted in some ways and the participant may feel uncomfortable. According to Bloor and Wood (2006:104) interviews in a qualitative study have an informal, conversational character that is partly shaped by the interviewer's pre-existing topic guide and partly by the concerns that emerge in the interview.

When interviews are too unstructured, they may turn into conversations without getting to the specific issues that are being explored.

For the purpose of this study semi-structured interviews were used as the data collection method. The researcher made use of an interview guide with open-ended questions and did not restrict the participants' responses. According to Nieuwenhuis (2007b:87) semi-structured interviews allow for probing and clarification of answers. The purpose of probing according to De Vos *et al.* (2011:351) is to deepen the response to a question, to increase the richness of the data, and to give cues to the participant about the level of response that is desired. A semi-structured one-to-one interview was used by researchers to gain a detailed picture of a participant's perception of a specific topic. It is a method that gives both the researcher and participant a degree of flexibility (De Vos *et al.*, 2011:351). The researcher needs to be sensitive to the participants' answers, to follow up if an answer is not clear, or to ask a follow-up question to motivate the participant to elaborate further. The researcher uses the challenges found in the scholarly literature as a guide to set up the interview guide or schedule for semi-structured interviews (De Vos *et al.*, 2011:352).

Nieuwenhuis (2007b:88) argues that one of the keys to successful interviewing is choosing the participants carefully. They should be people who are qualified to answer the questions and give responses applicable to the research study. In this study one-on-one interviews were held with students, teacher-mentors, and lecturers engaged in the open distance learning Grade R diploma and the questions were about their experiences of the implementation of the programme. They were handpicked according to a specific criteria set, and could answer the necessary questions. Audio recordings were made of the interviews and a verbatim transcript was made of each interview to assist the researcher in the analysis process.

1.5.2.7 Methods of data analysis

According to Creswell (2009:183) the process of data analysis involves making sense out of text and data. Data analysis is an on-going process where questions are asked, data generated, transcriptions of interviews made, interpretations made, and reports and memos are written. The whole process helps the researcher to make sense of the data by determining resemblances and differences (Creswell, 2009:184).

According to Blaxter *et al.* (2010:234) a researcher examines interview transcripts and makes a comparison of the answers to specific questions given by the participants. Nieuwenhuis (2007c:101) explains that data can be analysed by using one of the following strategies: hermeneutics, content analysis, conversation analysis, discourse analysis, and

narrative analysis. For the purpose of this study content analysis was selected because it identifies and summarises message content.

Content analysis refers to the analysis of books, brochures, written documents, transcripts, news reports, and visual media. This study focuses on transcripts. It is a process in which the transcript is studied to identify similar categories that will help the researcher understand and interpret the data (Nieuwenhuis, 2007c:101). In this study a transcript of the interviews with the participants was made and then analysed according to the content analysis strategy. In this way similarities and differences were analysed to identify categories from the participants' experiences of the implementation of the open distance learning Grade R diploma.

According to Wisker (2008:319) analysing qualitative data involves close and thorough reading and coding, firstly first to determine categories and themes, and then to identify key words. This helps the researcher to recognise patterns in the different interviews and to draw conclusions from the qualitative data. In this study there are specific categories that the students, mentors, and lecturers experience similarly and which have an influence on student success.

Content analysis is, according to Dawson (2007:122), to code by content. In this method, the researcher systematically works through each transcript and assigns codes which may be numbers or words. In this way the data can be organised into different categories. For Rugg and Petre (2007:152) content analysis is about what is said in a text, how it is said, and how often it is said. To organise the information received from open-ended questions in interviews, it is necessary to have categories which can consist of categories from the literature, categories derived from the research questions, or categories from the data collected (Rugg and Petre, 2007:155). In this study the categories were derived from all three namely the scholarly literature, the interviews, and the research questions.

1.5.2.8 Anticipated research problems

The researcher set up very specific criteria for participant selection which consisted of rural and urban participants (see Table 1). It sometimes happened that the correct number of the specific students were not available in a specific area on the specific date. The researcher then rescheduled so that all the participants could be interviewed on the planned dates.

The time frame was difficult. The researcher received ethical clearance before any interviews could be done. Some of the participants were not available during November 2014 and interviews had to be rescheduled for December 2014.

1.6 Ethical aspects of the research

The research proposal for this study Ethics number NWU 00194-14-A2 (See Addendum A) was approved in October 2014. Permission was granted from the North-West University to use 12 Grade R Open Distance Learning students, 4 teacher-mentors, and 4 lecturers as participants in the study. All the participants were older than 18 years and could therefore sign their own consent forms.

Research cannot be done without the help of other people. It is necessary for a researcher to know how to treat the people who participate in a research study. According to Dawson (2007:150) research ethics is when a researcher treats both the participants in the study and the information they provide with honesty and respect. Research can be overt or covert. Dawson (2007:151) explains that covert research is done under cover. This kind of research that is not transparent should be avoided. In this study the researcher made use of overt research where respondents know who the researcher is and why the study is done. The participants were informed why and how the study would be conducted. An email with the background and details of the study was sent to the selected participants after ethical clearance was obtained. The email was followed up by a telephone call where the researcher introduced herself and determined possible dates for interviews. The participants signed a letter of consent before the interviews started.

According to Gillham (2005:25) trustworthiness is more than being a researcher with integrity. A trustworthy researcher is someone who displays discipline and concentration to present a “true” picture of the study. In this study the researcher explained to the participants that the aim of the study was to explore the challenges that stakeholders experience in the implementation of a Grade R diploma which might impact on student success, in order to establish strategies to resolve these challenges.

It was made very clear that participation in this study was voluntary and that participants would be allowed to withdraw at any time. It was also important that participants were assured of the confidentiality of the information that they gave, that they would remain anonymous, and that the information would not be used to harm them in any way. The researcher agreed to give feedback if anyone was interested in the findings of the interviews.

1.7 Contribution of the study

The literature shows that most newly implemented distance learning courses have challenges that have a negative impact on student success and will thus be costly to universities. Many international studies have been done to identify these challenges and

ways to overcome them. References to South African studies are limited which means that this study will contribute to the scholarly literature in South Africa.

The Department of Education motivates teachers to study and qualify themselves as Grade R teachers, since they are working towards the goal of accommodating all children in reception year programmes before they start formal schooling. Many teachers who are currently working need to study and work at the same time. The open distance learning Grade R diploma of the North-West University is currently the only programme implemented according to this mode of delivery in South Africa. It is however known that other institutions are planning the same kind of course. The results of this study may contribute to resolving identified challenges in the implementation of open distance learning thereby helping future students to achieve success in their studies.

1.8 Chapter division

CHAPTER 1: INTRODUCTION AND ORIENTATION TO THE STUDY

The background, as well as the purpose of the study is described. The key concepts and methodology are explained.

CHAPTER 2: HISTORICAL BACKGROUND OF EARLY CHILDHOOD EDUCATION

This chapter describes early childhood development in the USA as well as in South Africa and focuses on teacher training in South Africa.

CHAPTER 3: HISTORY OF OPEN DISTANCE LEARNING

The international and national development of open distance learning is discussed in this chapter with the focus on the new Grade R diploma of the UODL of the NWU.

CHAPTER 4: METHODOLOGY

The methodology used in the study is described in this chapter. Qualitative research is used to investigate the experiences of the stakeholders in the Grade R diploma of the NWU.

CHAPTER 5: RESEARCH FINDINGS

The information gathered from the research is described and analysed in this chapter. It is categorised according to different themes which were found in the literature and which emerged from the data.

CHAPTER 6: FINDINGS, RECOMMENDATIONS, CONTRIBUTIONS AND CONCLUSIONS

The findings of the study are described and recommendations are set out in this chapter. Contributions to the community, the students, and the university are discussed and final conclusions are given.

CHAPTER 2: HISTORICAL BACKGROUND OF EARLY CHILDHOOD EDUCATION

2.1 Introduction

For the past twenty years the South African government has been attempting to improve the quality of education in the country by ensuring that all elements of apartheid are eradicated and that all children have equal opportunities. The government is currently working in towards not only making schooling compulsory from Grade 1 to 9, but from Grade R. This has caused a shortage in Grade R educators. The North-West University's Faculty of Education consequently implemented a Grade R diploma programme for open distance learning to assist current and future teachers to attain the proper qualification. This study focuses on the stakeholders' experiences of the implementation of the programme.

The Constructivist theory was used in order to understand why the open distance learning Grade R programme is important and to realise the impact that it will have on the education system in South Africa, it is necessary to have knowledge of the history of education and early childhood education in general. The two major types of constructivism are Piaget's individual or cognitive constructivism and Vygotsky's social cognitive constructivism (Powell & Cody, 2009:248). According to Powell and Cody, (2009:241) cognitive constructivism ideas are constructed in individuals through a personal process. It focuses on facts and constructing knowledge within one's own schémas. This chapter focuses on the history of early childhood education in the United States of America and South Africa.

2.2 Early childhood education in the USA

2.2.1 Historical background

The development of education for the small child in the United States started in 1658 with the publishing of the first picture book *Orbis Pictus*, by John Amos Comenius (Bredekamp, 2011:42). It was the first idea of thinking that the small child should be treated differently from other age groups. Through the years, many more people such as Johann Pestalozzi (1746-1827), Friedrich Froebel, known as the father of the kindergarten (1782-1852), Susan Blow (1843-1916), John Dewey (1859-1952), Caroline Pratt (1867-1954), and Lucy Mitchell (1878-1967) studied children and contributed to the development of preschool education as it is found today (Bredekamp, 2011:49). Every one of the above and many other early philosophers contributed in some way to the development of the science and the profession of early childhood education. In 1650 Comenius already advocated that children develop at different rates and that play and not academic content should be the focus of the small child

(Follari, 2011:25). Comenius and John Locke agreed that the mother is the best educator and gave guidelines of how parents could educate their children. Friedrich Froebel was one of the philosophers who said that play is the foundation of children's learning.

Froebel is credited with founding the idea of the kindergarten and is rightly called the father of the kindergarten (Brewer, 2007:41). According to Brewer (2007:40), Pestalozzi wanted to prevent cruel punishment and rote counting in schools, and believed that children should participate in meaningful activities, grouped in different age groups. According to Follari (2011:27) Pestalozzi was concerned about the industrialisation of society and its influence on the family. Although he believed that the parents are the best educators, he had specific key beliefs of how teaching could make a difference to children living in poverty. The idea of a school for the small child developed from philosophers' observations that children from poor families are not as well-nourished and educated as they should and could be.

2.2.2 The historical background of early childhood education in the USA

The USA is one of the countries where the year before children go to school, is called the kindergarten year.

According to Bredekamp (2011:51), the first kindergarten in the USA was the school of Margarethe Schurz. She opened a German-speaking school in 1856 in Wisconsin for her neighbours' children and influenced Elizabeth Peabody who then started the kindergarten movement in 1860, followed by Susan Blow who started the first English-speaking kindergarten in the USA linked to a public school, in 1873.

At first the focus of the kindergarten was to prepare the child for school. Children only went to primary school when they were 7 years old. According to Bredekamp (2011:54), the idea of a kindergarten developed first and schools only later served children younger than kindergarten age. They were called nursery schools. The early childhood education movement thus grew out of the kindergarten and child study movement. Thinkers realised that children from poorer families were not prepared for school at the age of 7 and kindergartens were developed to serve these children.

The need for earlier intervention rapidly grew in the years following the World War I and brought children's overall welfare to the attention of educators. This motivated them to work together (Follari, 2011:36). Nursery schools not only attended to the smaller child's educational needs but also feeding and health.

One of the earliest examples is the work of the McMillan sisters, Margaret and Rachel. Their work to improve the lives of children in the slums of London had a big effect on childcare in

the United States. One of their students who imported their ideas into the USA was Abigail Elliot (1892-1992) who started one of the first nursery schools in the United States in 1922 (Bredekamp, 2011:61).

The development of early childhood thus evolved during the time when the USA was heavily burdened by depression and war; systems were put in place to care for poor families and neglected children. According to Bredekamp, (2011:61) several nurseries were established during the Great Depression of the 1930s. Children of parents who worked on site for the Works Progress Administration as well as children of parents looking for work were accommodated in these federal emergency relief programme nurseries. During the World War II the Lanham Act provided child care assistance for parents who had to replace others in industry. The nurseries were open for approximately 10 to 12 hours a day. Sadly, due to segregation laws, the development of early childhood care in the USA happened separately in different cultures (Bredekamp, 2011:61).

Although the European Americans might have tried to do good in the early 1900s by starting schools for the indigenous people of America (the Indian and Hispanic people), it was not perceived as such. "Natives, considered worthless, were dehumanized by how they were described and treated" (Follari, 2011:35). Children of indigenous peoples were taken to hostels far from their homes to be educated. It seems as if the aim was to remove them from their own families and place them in environments where they could learn to behave like white people. Many parents were scared that the children's names, languages, and cultures would be erased and hid their children from the police (Hinitz, 2013:4). By 2 June 1924 the Indian citizenship Act was promulgated which granted citizenship to all Native Americans born in the United States. However it still took many years before they were really part of the country. In some states they were only allowed to vote in 1957 (Hinitz, 2013:4). In the early years of the United States, African American citizens were enslaved and not allowed to learn to read or write. According to Hinitz, (2013:12) they were only allowed to read the Bible. This was the reason why religious institutions started to educate and Christianise the children. When African Americans were eventually allowed to go to school, the problem was that the schools were legally segregated by race until 1954 (Bredekamp, 2011:62). The need to care for African American children was big and in 1896 Mary Tyrell founded the National Council for Coloured Women (NACW) which developed separately from the kindergarten movement of Elizabeth Peabody. Josephine Yates was one of the pioneers who worked with Mary Tyrell in the implementing of these services (Hinitz, 2013). According to Bredekamp (2011:63), the NACW supported childhood education and helped to establish many kindergartens for African Americans throughout the country. At the beginning most of these kindergartens, nursery schools, and day nurseries for working native mothers were private. Schools for

native children were not subsidised. From the beginning there was no equity in the development of the early childhood education sector in America and it took very long before the US government subsidised African American nursery schools and kindergartens.

One of the national leaders of the African Americans who strived for civil rights and equal education opportunities was Mary McLeod Bethune who founded the Bethune-Cookman College in 1904. Many other black colleges and universities followed and used education as a vehicle for development and advancement (Bredekamp, 2011:62). An African American, Dorothy Howard, founded the first black nursery school in Washington D.C. in 1927 for the children of professional parents. The Rosenwald-Garden Apartment Nursery School and Kindergarten in Chicago followed and were run for 40 years by Oneida Cockrell. According to Bredekamp (2011:63), this centre became a model for other centres in urban apartment dwellings. Day nurseries started to focus on the needs of poor and immigrant families. At this time the development of early childhood education was still separate.

According to Hinitz, (2013:14) the early childhood movement of the African Americans developed parallel and independent from that of the Whites. Although the separate development made it very difficult for the African Americans to study and obtain proper knowledge, they overcame the obstacles and made valuable contributions to the field of early childhood development. With the call for equal opportunities in America in 1960, President Lyndon Johnson launched a War on Poverty and with that separate development started to change (Bredekamp, 2011:63). This can be attributed to the fact that at the time the civil rights movement drew attention to the widespread poverty in America and the effect that it would have on the economy and social well-being of the nation. The movement highlighted the fact that ethnic and racial minorities were did not have equal rights to education, housing, and social services (Powell, 2013:62).

The dilemma is that even today, with the focus on the child as a whole whether he or she is white or black, America has faced continued challenges to close the gap between African American and Latino children and their White peers (Bredekamp, 2011:25). Although many reasons for the gap are debated, Bredekamp (2011:26) maintains that “[i]nequality in socioeconomic status is the most important predictor of children’s cognitive skills”. It is a cycle that is difficult to break. Children from lower socioeconomic families enter kindergarten with fewer cognitive skills and most probably go to school that offer lower teaching quality. Closing the academic gap should not start at school but already at home by lifting children’s socioeconomic home circumstances and enabling them to attend proper nursery schools in preparation for formal school.

In 2001 the U.S. Congress brought out the No Child Left Behind Act (Powell, 2013:6). This Act was passed with the idea of having every child reading by the end of third grade. It was meant to close the gap between rich and poor and bring about equality in education but in effect prevented Native American students from studying their own heritage and language since it supported English language use over heritage language use (Powell, 2013:7). This revokes the idea of the early 1900s where children of indigenous people were taken to school hostels far from their homes to be educated in English. It was perceived that the government wanted everyone to be like them.

Two women who had a very big influence on the development of both white and black nursery schools and kindergartens were Patty Hill (1868-1946) and Lucy Mitchell (1878-1967). The contributions of Patty Hill included her scientific study of children, her belief in play as a way of learning, and her creative approaches to art and music (Brewer, 2007:41). Her work today is seen as the emerging curriculum where the focus falls on different approaches such as music, movement, and artwork. Patty Hill became the director of the Louisville Free Kindergarten Association (LFKA) and moved towards inclusion by aiming the programme at children from different environments, races, and social backgrounds. Together with the Louisville Coloured Kindergarten Association (LCKA) they later opened black and white kindergartens in the same building in Louisville (Hinitz, 2013:14).

A further breakthrough came when, according to Bredekamp (2011:56), Patty Hill became concerned about the number of unqualified people working in the early childhood setting and about the standards and curriculum plans of the nurseries and kindergartens. In 1926 she founded the National Committee on Nursery Schools which became NANE, the National Association for Nursery Education. Its first publication, in 1929, was the Minimum Essentials for Nursery School Education (Bredekamp, 2011:56). For the first time there was a set of standards according to which nursery schools could measure themselves. This was a big step in the direction of equal teaching.

Later the name NANE changed to NAEYC, the National Association for the Education of Young based in Washington D.C. It is still a professional organisation of early childhood educators which sets the standards for teacher preparation and focus on high quality developmentally appropriate education. The NAEYC is committed to raising the overall quality of early education for all children (Brewer, 2007:42).

Evangeline Ward was president of the NAEYC from 1970 to 1974. As an African American student from the historically black Spelman College she made a huge contribution to the field of early childhood education by developing a code of ethics for nursery school and kindergarten teachers (Bredekamp, 2011:63).

According to Brewer (2007:108), the NAEYC published guidelines defining developmentally appropriate practice (DAP) in the field of early childhood education in 1987. This is still used in the field to determine individually appropriate age guidelines for children in education programmes for young children. It helps educators to ensure that the curriculum is based on the correct level for the age of the child. This is one of the ways how in which equity and equality in ECD is improved.

Lucy Mitchell, the founder of the Bank Street College, believed that early childhood development can be used as social reform via a curriculum which emphasises that learning begins with a child's experiences in his/her immediate environment (Bredekamp, 2011:59). She was one of the first educators to talk about the stimulation of the "whole child" and educated teachers at her college on the principles of stimulating the whole child as far as possible, welcoming self-expression such as art and music, and promoting learning through play (Brewer, 2007:43). Bank Street College combined psychology and education, and according to Follari (2011:39), opened teachers' minds to exploring the possibilities in the complex social contexts of children's lives. She already shaped the future in the mid-1940s and the term "whole child" is still part of ECD vocabulary. As a result of the development of Lucy Mitchell's Head Start programme, the term is also advocated in South Africa where the child is not only educated in terms of his/her intellectual capacity.

With the War on Poverty which President Johnson declared, Mitchell's work developed into a very successful programme called Head Start which was introduced in America's kindergartens in 1965. It is seen as the cornerstone of the war on poverty and breaking the cycle of poverty in the United States (Bredekamp, 2011:59). According to Powell, (2013:64) the Head Start program focuses on the "whole child" which includes all developmental areas, namely the physical, emotional, social, and cognitive development of the child.

This is the reason why the federally funded programme provides educational, social, medical, dental, nutritional, and mental health services to low-income preschool children (Brewer, 2007:47). The focus is on the poorest children and families that fall below the official poverty level. Early Head Start which developed out of the first programme was launched in 1995 and focuses on low income pregnant mothers, infants, and toddlers between the ages of 0 to 3 years. "Project Head Start has become the country's largest provider of education and medical services to disadvantaged children and families with limited incomes" (Follari, 2011:134). The programme has been implemented to diverse communities and according to Follari (2011:139), serves more than 908,400 children but not yet all the children in need in the United States because of limited finances. Early Head Start serves fewer children than Head Start but maintains a strong emphasis on family education and prenatal health care services.

Head Start is a very successful programme in America and is constantly revised and adjusted. The NAEYC ensures that standards are maintained and that the project works in the direction of closing the gap between low socio-economic and richer families. The whole idea of Head Start is not to educate the child away from the family, but to make the parents and primary caregivers partners in the process of eradicating poverty (Powell, 2013:65). With the No Child Left Behind Act of 2001 all policies are in place to ensure that early childhood education receives the necessary attention.

The USA has definitely paved the way in research on the young child, equity and quality in education, and serving the child as a whole. The USA had to focus on eradicating separate development of early childhood education by focussing on the child as a whole. This was done with special programmes, by combining the training facilities of the future teachers and founded a national body (NAEYC) to define standards in early childhood education.

2.2.3 Teacher training in the USA

The separate development of early childhood education in the USA stretched over such a long period that there were even separate training facilities. One of the many universities and colleges for the African American teachers was the Bethune-Cookman College founded in 1904 by Mary McLeod Bethune. It was only with the establishment of a national committee for nursery schools, the National Association for Nursery Education (NANE), that the idea of equity took root in the USA along with the setting of minimum standards. South Africa also went through stages of separate and independent development in ECD.

Just as the USA, South Africa had an apartheid government where education for the different population groups was unequal. As will be seen in the next section, the apartheid regime in South Africa was the cause of the separate development of education (See 2.5).

2.3 Historical overview of education in South Africa

Before South Africa was colonised African people practised informal ways of educating their children in the culture and traditions of their tribes. They acknowledged gender differences and taught boys and girls to perform different tasks. More formal education followed after adolescents went through initiation ceremonies and coming of age education was taught orally thereafter (Booyse & Le Roux, 2010:45).

According to Booyse and Le Roux (2010:46), Holland was the first colonising force in South Africa and implemented their educational system here. It meant that white children were brought up with a religion-based education where the schoolmasters, usually the ministers of the church, taught the children reading, writing, languages, and liberal arts.

The Dutch East India Company captured people from Mozambique, Madagascar, India, and South-East Asia and enslaved them in the Cape. Some were owned by the Dutch East India Company and others were the property of free citizens who had their own farms. The skills of the slaves played a key role in speeding up the development of the Cape colony. They helped with the cultivation of wine, wheat, and vegetables or were employed as domestic servants. Some worked in the shoe or clothing shops of their owners. The period of slavery in South Africa from 1658 to 1834 was very harsh. The slaves did not have any rights and were often subjected to violence, sexual violence, and dehumanisation. There was a law which stipulated that indigenous people could not be enslaved but they often underwent the same brutal treatment as the slaves. The slaves intermingled with the European population and created the Coloured community, which is a recognised race in South Africa today (Baderoon, 2014).

Under the rule of the Dutch East India Company (DEIC) education took on a more formal character. The need to school slave children was recognised and the first school for coloured children was established in Cape Town in 1676, separate from the schools for French Huguenot children whose parents had fled religious persecution in France. During this time churches, especially the Dutch reformed church, were involved in education and ministers were appointed as teachers (Baderoon, 2014).

The problem of quality education in South Africa comes a long way. In 1785 the colonists asked the authorities to address proper schooling because the teachers were incompetent and there was a general lack of standards. An educational authority, the Consistory Court, was founded to assist with the appointment of teachers, supervise and examine schools, and close schools that did not offer approved education (Booyse & Le Roux, 2010:46-47). This was the first official body to intervene in the education of the White children in South Africa. Formal schools were founded for White children but Black children continued to be taught by the missionaries. There were big racial disparities in relation to access and quality of education (Mncube & Madikizela-Madiya, 2013:165-166).

The British captured the Cape in 1815 and took over an already inadequate schooling system. When they discovered that many children were not attending school due to poverty and the apathy of their parents, the British system was introduced and boarding schools and farm schools were founded. Language soon became a problem. The Afrikaner people resisted government policies aimed at promoting the English language and opted to educate their children at home or in churches. The Education Act of 1865 was passed to regulate the provision and nature of schooling but the dilemma of irregular school attendance and the language problem persisted (Booyse & Le Roux, 2010:48). Black education still did not receive the necessary attention.

Except for the fact that Afrikaners resisted education in English, some farms were very far from the village schools and it was not possible for children to attend regularly. The children of white farmers also helped on the farms during planting and harvesting seasons. The Afrikaners preferred to make use of itinerant teachers to educate their children (Booyse & Le Roux, 2010:46). Although some of these teachers were qualified there was no standardised framework to provide guidance on what should be taught.

According to Booyse and Le Roux (2010:48), it was only during the late nineteenth century that secondary education was introduced. In 1905, an Act was passed which divided the colony into school districts under the control of school boards. Schools for White children were divided into public undenominational elementary schools, private farm schools, district boarding schools, training schools for teachers, and industrial schools for poor Whites (Booyse & Le Roux, 2010:49). Again the focus only fell on the White population. No attempt was made to implement schooling standards for Black children.

For a very long time in South Africa's history the government did not make provision for the care and education of the young child. According to the National Education Policy Investigation (NEPI) (1992:12), parents, communities, and welfare organisations initiated full-day care centres for mothers who were forced to work due to the socioeconomic situation in the country. Standards for these care centres were only laid down in 1939 by the Nursery School Association of South Africa, now called the South African Association for Early Childhood Educare. Nursery schools were then seen as a supplement to the home but crèches, which were full-day care centres, were seen as a substitute for the home.

Progress was made in this field in 1940 when the Committee Heads of Education Departments recommended that nursery schools be seen as an adjunct to the national system of education (NEPI, 1992:12). Welfare subsidies were given to all races to support crèches but nursery schools for African children were not eligible for educational subsidies. "The result was that nursery schools, with trained teachers, became privileged middle-class institutions, while the crèches serving working-class children could only afford to provide custodial care, thus reinforcing white privilege and black disadvantage" (NEPI, 1992:12). The nursery schools which received subsidy were able to appoint qualified people while the others only had sufficient funds to appoint unqualified caretakers.

With the promulgation of the Bantu Education Act on 5 October 1953, the government, then ruled by the National Party, promoted separate development of Whites and Blacks in their respective national groups (Booyse & Le Roux, 2010:50). Although more Black children were enabled to receive education, more schools were built and Black universities founded, many

Black people opposed separate development in education and felt that Black education was inferior to that of White education (Booyse & Le Roux, 2010:51).

The development of ECD in the White community was just like in the USA; separate but not equal to that of Black peers. One of the problems in South Africa was that White and Black teachers were trained at separate institutions and there was no quality assurance board to monitor the curricula at training colleges.

Steyn, Steyn, and De Waal (2001:29) confirm that there were great differences in the training of teachers. The Department of Education (1995:66) cited the reason for most White teachers being better qualified than Black teachers as the historic legacy of past inequity. The minimum prerequisites for students at the different institutions, differed.

The colleges which developed out of a need for teaching institutions were already segregated by race in the 1960s. Except for the universities and technikons there were according to Gordon (2009:11) many colleges for training teachers, nurses, the police, and the military. They were administered by provincial administrations and by “separate development” political structures. Between 1984 and 1994 education provision to Whites, Blacks, Coloureds, and Indians in South Africa was based on political principles, and separated from each other (Steyn, Steyn & De Waal, 2001: 15). Until 1994 no national policy on education and training existed. The White paper on education and training (Department of Education, 1995: 3) addressed this need after the election of the first democratic government in 1994.

There was no quality control between the different colleges (Chisholm, 2009:14). In the 1990s with the restructuring of teacher education it was found that the pupil teacher ratios in some colleges were too low to continue and that the quality of teacher education provided varied from excellent to immeasurable. Instead of just closing down the colleges, they were integrated with existing higher education institutions. “On 1 January 2001, colleges of education were formally incorporated into existing universities and universities of technology” (Chisholm, 2009:15). This step in the right direction was taken through a partnership between the Department of Education (DoE) and the Council on Higher Education (CHE) which aimed to restructure the sector to enhance institutional capacity for all people in South Africa (Gordon, 2009:11).

This restructuring led to a reduction in the number of institutions to improve efficiency in the system. According to Gordon (2009:19) with the restructuring many teacher educators left the profession or relocated to provincial departments as administrators or academics. This automatically led to a shortage of educators who could train teachers. Incorporating

colleges with universities thus created a problem of access for people in rural areas who were interested in studying education.

With the passing of the National Plan for Higher Education in South Africa in 2001 the new funding framework that followed in 2003 placed teacher education in the lowest sub-theme which resulted in teacher education being regarded as somehow less important than other university courses (Gordon, 2009:12). Other reasons for shortages in teacher students were that bursaries were stopped, and that teaching, especially foundation phase teaching, does not have high social status in certain cultural groups. People were simply interested in other jobs (Gordon, 2009:33). This inevitably led to fewer student enrolments which eventually led to a shortage of teacher numbers.

2.4 Current educational system

After the first democratic election in 1994, the new government replaced the different departments of education with one national department which created a national framework for school policy, and is managed by nine provincial sub-systems (Booyse & Le Roux, 2010:52). According to the Organisation for Economic Co-operation and Development (OECD) (2008:37), the newly elected Government of 1994 was faced with the incredibly big task of completely restructuring and rebuilding the education system and redressing the inequities of the past. The aim of the South African Schools Act 1996 was the uniform governing of schools as well as equal funding so that all learners had right of access to quality education without discrimination. Schooling was compulsory from the age of 7 to 15 years.

With the introduction of “ten years free and compulsory education”, the enrolment ratio at schools increased. The White Paper on education and training (1995) was one of the first documents in SA which stipulated that all people of SA were to benefit from its aims. It was the first step towards breaking the legacy of South Africa’s historically segregated education and training systems, and towards bridging the gap between rich and poor, and between the educated and the illiterate (Department of Education, 1995:66). The switch to a combined education system was however not without problems. There were many negative conceptions to break down and inequalities to deal with. All teachers were not on the same academic level and thus not equal in their abilities; the result of different standards at separate education institutions for White, Black, Indian, and Coloured students.

The Ministry of Education was committed to an integrated approach, and therefore linked education to a National Qualification Framework (NQF). The NQF was and is the first structure that provides standards for lifelong learning to everyone regardless of age, circumstances, gender, and level of education (Department of Education, 1997:4). Where

education was previously seen as an area of knowledge, and training as an area where skills are obtained, the NQF joined education and training (Department of Education, 1997:5). The NQF also set standards for the qualifications of programmes at public and private colleges, universities of technology, and universities (Department of Education, 1995:21-22).

This body, which was developed by the South African Qualification Authority (SAQA), set a national standard for the qualifications required to be a teacher. The initiative opened doors to people whose prior knowledge had not been assessed and certified, and for those whose qualifications had not been recognised for further learning or employment purposes (Department of Education, 1995:9). There are currently teachers in the education system who were trained before 1994, and who lack knowledge and skills because of their training. They are the candidates who enrol in open distance learning programmes to better their qualifications in line with the current standards of the NQF.

Although the government is planning to make Grade R compulsory, education is currently only compulsory for South Africans from the age of 7 (Grade 1) to age 15, or the completion of Grade 9. Prior to 1994, Grade R was not compulsory and pre-school teachers were not obliged to be qualified. The plan to make schooling compulsory from Grade R immediately changed the focus to the need for qualified teachers in the reception year. Many teachers have Grade R teaching experience but do not have the academic qualifications and since they are teaching and cannot study full-time, open distance learning is a solution for them.

According to Motala (2013:189), ensuring that children have physical access to schools was one hurdle to overcome, and the other was a curriculum that would set a standard that all children should reach. The aim of the government was to improve the general quality and equity of education in South Africa. A progressive model for education based on the principles of an outcomes-based curriculum was phased in during 1997. It was called Curriculum 2005 (C2005). Making Grade R compulsory to all children in South Africa was one method of raising the quality of education and ensuring that everyone had access thereto.

In the document 'Lifelong learning for the 21st century', prof. SME Bengu, the Minister of Education (1994-1999) stated that the new training system would make high quality education available to everyone irrespective of age, gender, race, colour, religion, or language ability (Department of Education, 1997:2). This learner- centered curriculum which stretched from Grade R to Grade 12, was revised in April 2002 and called the Revised National Curriculum Statement (RNCS). It was implemented in 2004 (Booyse & Le Roux, 2010:53).

This was followed by the National Curriculum Statement (NCS) which aimed to redress the imbalances caused by apartheid education (Grussendorff, 2014:6). The curriculum is strongly framed around social justice, equal education, and liberty through education.

The current Curriculum and Assessment Policy Statement (CAPS) replaced the NCS in 2011 and is not a mere repackaging of the NCS, but a content-driven learning approach with a very good theoretical framing (Grussendorff, 2014:47). The NCS has a discovery-based learner-centered approach. According to Grussendorff, (2014:48), the focus in CAPS has shifted to a syllabus-type curriculum with a teacher-centred approach. With the changes in the school curricula the teacher training had to be adjusted as well.

2.5 Teacher training in South Africa

The apartheid system in South Africa had a big influence on the development of the education system and more specifically the training of teachers. According to Parker (2002:19), the 1910 Constitution of South Africa divided the responsibility of teacher training; the national government was responsible for the training of primary school teachers, and the national government was responsible for the training of secondary teachers. The training was also racially separated.

“Before 1994, teacher education policy and programmes in South Africa were linked to colonial and apartheid laws” (Gordon, 2009:13). After the election of the Nationalist Party in 1948 teacher training was even more fragmented with different departments responsible for teacher education in the functioning of the Houses of Representatives. African people who wanted to teach were mainly trained as primary school teachers. The only place where Africans could train for secondary level teaching was at missionary schools such as Lovedale.

During 1980 there was a sudden development of separate White and Black colleges. “By the end of the apartheid era, South Africa had 19 different governance systems controlling colleges of education, together with 32 partially autonomous universities and technikons providing teacher education” (Parker, 2002:20). The result was little coordinated curricula planning and supervision in these colleges as well as a lack of quality assurance. This was one of the first things that were changed after the election of the democratic government in 1994. Legislation addressed the issue in 1995 with the establishment of SAQA and the NQF (Parker, 2002:18). This was the first steps in the direction of equal qualifications for everyone.

As described earlier in the chapter, prior to 1994 teacher education in South Africa consisted of fragmented programmes offered through contact and distance education by racially and

ethnically separate institutions (Lemmer & Van Wyk, 2010:247-248). The pupil to teacher ratio was higher in Black schools than in White schools. Clearly the democratic government needed to transform the Department of Education.

Between 1990 and 1992 the National Education Policy Initiative (NEPI), a project carried out by the National Education Co-ordinating Committee (NECC), began a process of policy debates about the stance of teacher training in South Africa (Gordon, 2009:13). This consultation process took into account urban and rural needs of teacher training as well as the functioning of teacher training colleges.

According to a teacher audit done by the newly elected government, the reason for the fragmented teacher training system was that there was no collaboration between the many different education systems responsible for teacher education (Gordon, 2009:16). Common problems were inadequate governance and administrative systems, poor quality of teaching and learning, low output rates, and low enrolments of black students in rural areas.

The results of the above were clearly seen in the difference in teaching quality between White and Black teachers and the excess of qualified White teachers. To counter this, the government offered severance packages for “excess” teachers. It was hoped that there would be redistribution from areas where there were excess teachers (urban areas), to the areas with less teachers (rural areas). According to Gordon (2009:16) Linda Chisholm stated in an unpublished paper entitled “Teacher Supply and Demand: Research, Policy and Practice” (2009) that it was a costly exercise and did not work as planned. Teaching quality did not improve and many qualified White teachers left the profession because they were sent to rural areas.

According to NEPI (1992:12-13), training courses for nursery school teachers were initiated by 1940 by non-governmental organisations which were then subsidised by the Department of Education. At first there was no quality framework and the training standards differed. The training of White teachers required an entry level of standard 10 (Grade 12) and 3 years of training, and the entrance level for African teachers was standard 8 (Grade 10) and 3 years training at Sophiatown, or 2 years training in Natal. Training institutions were separate and the content not of the same standard. Mncube and Madikizela-Madiya (2013:179), state that teacher training in Black communities started when local assistants were trained to help with teaching in mission schools.

The consultation process of NEPI paved the way for the African National Congress (ANC) in 1993 to establish the Centre for Education Policy Development with the aim of preparing new education policies for a post-apartheid South Africa (Gordon, 2009:15). The government came to the conclusion that the inequalities created by apartheid were very deep and could

only be completely eradicated with the complete transformation of the education system which would be a very slow process. It was decided as a matter of urgency to take a few immediate steps such as were described in the Implementation Plan for Education and Training published in 1994, also called the Yellow Book. According to Gordon (2009:15) it was proposed that the national government should have central responsibility for the provision of higher education, and that it should be done through universities, technikons, and teacher training colleges.

After the 1994 elections, the Department of Education was formed and became responsible for the provision of all education in South Africa (Steyn, Steyn & De Waal, 2001:56). At the time not all the teachers in South Africa had the required three year minimum qualification so the Department of Education started to upgrade teacher qualifications by means of higher education and in-service training. The aim of the Further Education and Training colleges Act of 2006 was to regulate further education and training by setting Levels 2 to 4 as determined by SAQA, which were higher than general education (Grade 9), but lower than higher education (OECD, 2008:39).

The South African Democratic Teachers' Association (SADTU) report, published in 1994, confirms that there were large disparities between African and White teacher qualifications and salaries (Greenstein & Mkwanazi, 1994:7). It was found that two thirds of African teachers were unqualified or under-qualified and that most promotional posts were allocated to White teachers. This confirmed the need for more teachers with proper training.

It was and remains a great problem to redress the inequalities of the past. The Department of Education accepted the challenge in 1994 and started to transform the education system as well as teacher education. According to Gordon (2009:10), all the changes made in the higher education system were aimed to reshape the social, political, and economic inequalities of race, gender, and class which were inherited by the new government.

One of the purposes of higher education is to meet the learning needs and aspirations of individuals through the development of their intellectual abilities. It aims to help people make the best of their talents and opportunities and contributes to achieving equality in South Africa (Department of Education, 1997:3). The open distance learning Grade R diploma of the NWU which will be evaluated in this study will be able to achieve the above since it is developed for the teacher who is already in a Grade R class and has to acquire the appropriate qualification. It also enables any student with a matriculation certificate, a Level 4 or 5 certificate or diploma in ECD, to enrol for a career in pre-school (Grade R) education (South Africa, 2011:44).

Motala (2013:201) is not convinced that more infrastructures, more funding, and better facilities will lead to better quality education. She speculates that poor levels of learner achievement is due to the slow progress in overcoming the legacies of apartheid, the poor training and quality of instruction by the already overworked teachers, and the difficulty in the transformation of the curricula (Motala, 2013:200). Many teachers already have skills in the classroom. To improve their qualifications it is necessary put practice and theory together.

A year after the democratic government took power, the transformation of the higher education sector was already in process. Progress was slow but changes could be seen. Universities and technikons increased their Black enrolment which opened up opportunities for many more Black students. This also led to changes in curricula (Mkwanazi-Twala, Mwiria & Greenstein, 1995:14).

Soon after the 1994 elections, the Department of Education addressed the inequality in education with new policies. Part of the transformation was the merging of universities and colleges of education, changes to the school curricula, and changes to the curricula of teacher education. It was an attempt to standardise teacher training through uniformity in knowledge, skills, and values. However, the culture and historical identity of the institutions often negatively impacted on how these policies were interpreted and twisted the implementation of the curricula (Papier, 2008:7-8).

According to Parker (2002:23) the norms and standards for teacher education were standardised with the Norms and Standards for Teacher Education (NSTE) which was a declared policy. Since 1995 existing teacher education programmes and new programmes have been subject to the qualification framework.

It was not easy to deal with the merging and restructuring of institutions and faculties and give attention to curriculum changes at the same time. The changes did not happen without resistance from educational institutions and tensions between students (Department of Education, 1995:15). "In spite of official norms and standards attempting to standardize teacher education curricula, faculties seemed to favour the epistemological traditions of their programmes and the ways in which these had shaped their particular curricula over time" (Papier, 2008:15). Change is never easy. Incorporating colleges at universities aimed at achieving efficient use of resources, improving the quality of teaching programmes, and redressing the gross differences in participation between Blacks and Whites (Mncube & Madikizela-Madiya, 2013:180).

The White Paper on education and training represents the first steps along the long road of restructuring education in South Africa. The curricula of the teacher training programmes were redesigned to be in line with the goals and principles of the training policies. Already

with the publishing of the White Paper on education and training, the Ministry of Education was positive about the enhancement of distance education and in-service training for teachers (INSET). “The Ministry regards teacher education (including the professional education of trainers and educators) as one of the central pillars of national human resource development strategy and the growth of professional expertise and self-confidence is the key to teacher development” (Department of Education, 1995:26).

A policy can prescribe but local context shapes the individual (Papier, 2008:13). The policy which had an implication on teacher education was the Norms and Standards for Educators (NSE) of 2000 which provided detailed descriptions of the seven roles of an educator and what a competent educator should be able to demonstrate (Papier, 2008:13). According to the NSE of 2000, the roles are: learning mediator; interpreter and designer of learning programmes; leader, administrator and manager; scholar, researcher and lifelong learner; assessor; community, citizen and pastoral; and learning area or subject specialist. The Norms and Standards for Education of 2000 was replaced in 2011 by the Minimum Requirements for Teacher Education Qualifications (Papier, 2008:13).

2.6 Development of Grade R / ECD

It took a very long time before the government gave attention to the development of the small child. “There was limited access to ECD services, inequities in provision and variability in quality” (OECD, 2008:218). Provision is now made within the South African constitution for children’s socio-economic rights, including the right to basic education and protection from neglect and abuse (Atmore, 2012:1).

Some of the successes in the development of early childhood was the establishment of a Directorate for Early Childhood Development in the national Education Department, the establishment of a children’s section in the national Social Development Department, the Education White Paper 5 on Early Childhood Development, a Welfare White Paper (1997) with a section on early childhood development, and the introduction of Grade R for children aged 5 turning 6 years (Atmore, 2012:9).

The latter led to an enlargement of the ECD sector, a need for qualified practitioners, and a need for training providers. The National Programme of Action for Children in South Africa was established in 1996 and among other things gave attention to early childhood development and basic education (OECD, 2008:218). This paved the way for the eradication of inequalities in accessibility and service to children less than 6 years of age.

According to the White Paper on Education and Training, (Department of Education, 1995: 31), early childhood development (ECD), is an umbrella term which applies to the processes

by which children from birth to nine years grow and thrive physically, mentally, emotionally, morally, and socially. Children in this age group are helped through a wide range of services directed at helping families and communities and should form the foundation of human resource development. Early childhood education as described in the White Paper 5 of 2001 aimed to develop the full potential of five-year-olds in Grade R classes nationally by the year 2010 (OECD, 2008:40).

It was decided that the compulsory reception year would be phased in over a number of years. The first few years Grade R would be recommended but not compulsory (Department of Education, 1995:81-82). The population is constantly growing and so will the number of children who need to be enrolled in schools. According to Atmore (2012:12) the provision target of 2010 was not reached as envisaged in the Education White Paper 5, and was extended by President Zuma to 2014. At the moment it seems as if it will take our country at least until 2018 to reach the government's target of getting all children into a reception year before they enter Grade 1 (See 1.1). With the plan to make Grade R schooling compulsory, there will thus be more enrolments in Grade R and a further shortage of qualified Grade R teachers (Department of Education, 1995:64).

2.7 The Grade R diploma programme

According to the Minimum Requirements for Teacher Education Qualifications (Act 3446 of 2011), the minimum qualification for Grade R teachers is a diploma in Grade R Teaching. The qualification requires in-depth knowledge as well as practical skills of the Grade R learner and the Grade R classroom context. Smaller studies in different provinces show an alarming number of practitioners who do not even have matric and many who only have Level 1 or 4. Currently only a small number of practitioners have Level 5. The need for training practitioners is growing since it is said that unqualified teachers will be phased out and replaced with qualified teachers who will have the necessary skills to prepare Grade R learners for formal schooling as specified in the Minimum Requirements for Teacher Education Qualifications, Act 3446 of 2011. Since many unqualified teachers are already in the workplace it is impossible to study full-time. A need for training providers thus developed from the announcement of the government to make Grade R compulsory.

According to the Early Childhood Development Sector Skills Plan update 2013/2014 of ETDP SETA (2012:13) increasing access to good quality ECD services is an important policy goal. Training is one of the mechanisms for achieving this but there are insufficient training providers to deal with both the skills backlog and the continuing expansion of the sector. In 2006 SAQA already recognised the fact that there are practitioners in the field without formal recognition of their capabilities (OECD, 2008:221). According to SAQA's research there were

guidelines for a certificate for people who wanted to specialise in Grade R but at that stage there was not a training provider who could deliver the specific qualification

The Unit for Open Distance Learning (UODL) of the Potchefstroom Campus, NWU, is responsible for in-service training of under- or unqualified teachers, as well as the further training of already qualified teachers, by means of ODL-programmes (NWU, 2013:6). The Diploma in Grade R Teaching is a NQF-Level 6 qualification. Students may enrol at any time of the year (NWU, 2013:6). By offering this programme the university and the Faculty of Education Sciences wants to satisfy the need of the country and deepen the knowledge base of people in the field of early childhood development (NWU, 2013:6).

The purpose of the Diploma in Grade R Teaching is to develop teachers who can demonstrate general educational principles as well as focused knowledge and skills for Grade R teaching. The qualification requires in-depth specialised knowledge together with practical skills and experience in a Grade R classroom teaching context. As part of the qualification, students will be expected to gain experience in applying such knowledge and skills in the context of working with Grade R learners in a school (NWU, 2013:6). The programme of the North-West University in Potchefstroom is specifically developed for people who are already in the workplace and cannot study full-time.

Since the merging of colleges into university programmes, many areas in South Africa have not had access to accredited providers who offer ECD qualifications, and relatively few providers are accredited (ETDP SETA, 2012:27). This is clear from the enormous interest in the Grade R Diploma programme of the North-West University with enrolments throughout the country and as far as Namibia.

During the period 2001 to 2003 the Department of Education made it clear that the priority of teacher education in South Africa was not the pre-service training of teacher, but the in-service upgrading and re-skilling of teachers (Parker, 2002:37). The distance programme of the Grade R diploma satisfies this need since new entry students can enrol and Grade R teachers can enrol and upgrade their qualifications while working. The first students of the Grade R Diploma programme of the North-West University in Potchefstroom started in October 2013. It is an open distance learning programme which enables current teachers to enrol while teaching. This will address the issue of too many teachers in the field without the correct qualifications. In the next chapter the development of open distance learning will be discussed.

2.8 Conclusion

In South Africa there was no equity in the schooling of children or the training of teachers during the apartheid era. It was only after the election of the current government in 1994 that attention was given to this very important issue. The new government immediately started to address the huge challenge of equity and equality in education. Although there is still a backlog in knowledge, South Africa is currently in the position to say that education is available to all races from a very early age.

There is a resemblance between the development of ECD in the USA and that of South Africa. In both countries it took a long time for philosophers, educators, and governments to realise that the young child needs a strong foundation before going to school. The development of White and Black schools for children Grade R and younger took place independent of each other. As the years progressed it was realised that separate development is incorrect according to equity as well as quality. Huge efforts were made both in the USA and South Africa to rectify the inequities of the past.

In South Africa not only the young learner curriculum but also teacher training had to be revised and developed to fit the equal opportunities of the post-apartheid era. This led to a need for teacher training, both new students and for educators are already in schools but without proper qualifications. The development of open distance learning opened doors to these teachers. In the next chapter attention is given to the background of distance learning internationally as well as in South Africa.

CHAPTER 3: HISTORY OF OPEN DISTANCE LEARNING

3.1 Introduction

In the previous chapter the history of education and in more detail the history of early childhood development in the USA and South Africa were discussed. It is clear that the segregation laws in both countries had a negative effect on equity and equality in education. Just like in America the early childhood movement in South Africa developed simultaneously but separately in White and Black communities. This separate development caused that the two groups developed in their own direction and for many years no framework existed for crèches and nursery schools to determine the quality of their service.

After the 1994 elections the newly elected government of South Africa began with the enormous task of restructuring the whole Department of Education to redress the inequities of the past. The important factors to address were access to schools, equity and equality in the teaching of children, and equity and equality in the training of teachers.

In South Africa early childhood education has been foregrounded since the announcement that Grade R will eventually be compulsory to all children before they may enter Grade 1 (See 1.1). The enrolments for Grade R has consequently increased and caused a shortage of practitioners. Due to the inequities of the past many Grade R practitioners in the field need to upgrade their qualifications to reach the criteria for minimum qualifications. This can be done through an open distance learning mode of delivery which gives the student the opportunity to continue working while studying.

Constructivism is used to construct meaning of the literature in this chapter. According to Cakir (2008:197) constructivism is more a philosophy than a strategy. The constructivism model includes aspects of Piagetian, Ausubelian and Vygotskian learning theories; namely, the importance of ascertaining prior knowledge, or existing cognitive frameworks, as well as the use of relevant information to drive conceptual change (Cakir, 2008:196). In the next section the history of distance learning abroad and in South Africa will be discussed with specific focus on the open distance learning Grade R of the North West University.

3.2 What is Open Distance Learning

Before the term distance and open learning can be understood it is important to know what traditional education means. According to Simonson, Smaldino, Albright, and Zvacek (2009:10), traditional education is education that takes place at the same time in the same place. This will typically be in a classroom and lecturer-centered. There can be variations where a lecturer repeats classes at different times. As soon as lecturers and students are not

in the same place the process is called distance education. Perraton (2007:12) confirms this when he says that distance learning, is the educational process in which a significant proportion of teaching is conducted by someone removed in space and/or time from the student.

On the website of Distance Learning Schools (2015), it is clear that both distance and traditional campus colleges offer the same education. Choosing on-campus or distance studies depends on the student's needs. Flexibility, class options, and saving money are the advantages mentioned for distance education but on-campus studies also have advantages. The benefit of classroom learning, the campus atmosphere, student activities, and the campus-based help centres are obvious.

Synchronous distance learning is when teaching is done in different places at the same time by making use of telecommunications systems, and asynchronous distance learning is when learning occurs at different times and in different places (Simonson, Smaldino, Albright & Zvacek, 2009:10). The latter is when the learner chooses when and where he /she wants to access the learning material. Independent learners will choose a study process according to their own needs.

According to Schlosser & Simonson (2010:1) there are four components which describe distance education. The first is that distance education is institutionally based which means that the education should be linked to a university or college. There should be an institution that sponsors or organises the instruction otherwise it would be called self-study. Secondly the teacher and student are separated from each other, whether geographically or in time. Thirdly interactive telecommunications should be available. This can be non-electronic methods such as the post, or electronic media such as television and the internet. The fourth concept is connecting learners, instructors, and resources by the sharing data, voice, and videos. The above can thus be summarised as education from a specific institution where lecturers and students are separated in space but connected with each other by technology.

The terms distance education and distance learning are used interchangeably, but with the latter the emphasis is on the responsibility of the student. Schlosser and Simonson (2010:130) describe it best: "The desired outcome of distance education is learning at a distance."

Open learning suggests openness to entry requirements of a distance learning programme (Perraton, 2007:12). According to Haughey (2010:46), the term "open" in general describes a flexibility and accessibility that is not normally found in traditional settings. It can refer to admission requirements, flexible schedules, and accessible locations. The student can enrol

anytime during the year, access the study material how and when it suits him or her, and have a flexible schedule.

According to Wedemeyer (1981:39) distance education should have the following characteristics. It should be a method capable of operating in any place where there are students and where these students and teachers/lecturers are separated. He places a big emphasis on the student's responsibility. Teaching is individualised. According to him the teachers have more time for educational tasks since they are free from custodial-type duties required in formal institutions. Learning takes place through the student's activity. The normal processes of teaching and learning are carried out in writing or through another medium. Teaching is made convenient for the student in his or her own environment. Distance education can give the student more choices and opportunities and when needed, can easily be adapted to circumstances. According to Wedemeyer (1981:39) a student in distance education should be able to start, stop, and learn at his own pace. This independent study method expects high responsibility and drive from a mature student.

The above is very similar to what the Open University (OU) in England states about supported open learning, namely open learning is flexible; students can direct their learning to fit in with family and job responsibilities; the studies are all-inclusive; students receive all the high quality material they need to study; personal tutors are supportive and provide academic expertise, guidance and feedback; students get together for tutorials and informal study groups (Webpage of The Open University, 2015). Again it is clear that only a mature and driven student will be successful in distance studying.

According to Gordon (2009:40), in open learning the student is in control of his or her learning process and can decide where, when, and how the learning opportunities are needed. Information is not only available at one site but provided by different media such as booklets and other communication technologies.

To sum up it can be said that distance education is where learning takes place over a distance, and where the lecturers and students are separated from each other in place and sometimes in time. Course material is given to students through different ways which could be hard copies (study guides, books) or electronically. There is no regular face-to-face contact between lecturers and peers but with the use of technology there is interaction. The student manages his or her own study process.

The next two sections reflect on the literature which claims that distance education has developed to fulfil the same needs both nationally and internationally. Across the globe more and more people need to study but also need to work and provide for their families. Distance education was and is the solution to earning a living while obtaining a qualification.

3.3 History of Open Distance Learning Internationally

“The roots of distance education are at least 160 years old” (Simonson, *et al.*, 2009:37). “Composition through the medium of post” was already advertised in 1833 in a Swedish newspaper, and the shorthand instruction via correspondence course of Isaac Pitman was established in 1840 in England. In 1843 the Phonographic Correspondence Society was established and followed by Sir Isaac Pitman’s Correspondence Colleges. Two people who had an influence on the establishment of distance education in Germany were Charles Toussaint and Gustav Langensheidt. After many years of teaching English by correspondence H.S. Hermod founded Hermod’s in 1898 in Sweden, which later became a very large and influential distance teaching organisation (Simonson, *et al.*, 2009:37). The whole of Europe was excited about this method of studying. People felt liberated and made use of the opportunities to study from home. Miller explains correspondence study as “[a]n early form of distance education in which both subject matter and all interaction are formalized in written documents” (Miller, 2010:43). Garrison and Cleveland-Innes (2010:22), describe correspondence study as the original form of distance learning involving print-based material, the separation of teacher and learner, and the exchange of content through a postal service.

With correspondence courses, lessons were prepared and sent to students, who then studied the work, did their assignments, and mailed the completed assignments back to the institution. In that time, to “teach” through text was a revolutionary idea (Garrison & Cleveland-Innes, 2010:14). According to Haughey (2010:48), the institution usually only sent the next lesson if the previous assignment had been received. At this stage the tone of work was passive and there was no support for the student. Schlosser and Simonson (2010:118), confirm that a correspondence course is the simplest form of distance education. It has proven to be inexpensive and effective and can be done anywhere. Access to study material is not a problem with any correspondence course but communication between the student and lecturer is slow and one-sided. More so, communication between students does not really exist because they do not have contact with each other.

In Europe mostly foreign language instruction was taught through correspondence courses. The development of distance learning however did not stay in Europe. Anna Eliot Ticknor founded a Boston-based correspondence society in 1873 to encourage study at home. Mainly women enrolled. The members of the Society to Encourage Studies at Home corresponded monthly with their teachers who then sent guided readings and frequent tests back to them. In the 1920s the University of Nebraska started a correspondence programme for high schools (Miller, 2010:26). During the first half of the 20th century correspondence

education expanded and according to Garrison and Cleveland-Innes (2010:14), Charles Wedemeyer was one of the researchers who developed distance education and later the idea of open distance education. According to (Simonson, *et al.*, 2009:42,) Wedemeyer was passionate about distance learning and especially the term independent study for distance education. Communication between students and lecturers took place monthly. There was no collaboration between students.

In Europe in 1891 a small beginning with a correspondence course in mining founded by the editor of the Mining Herald Thomas J. Foster, later developed into the International Correspondence Schools which grew in enrolment numbers from 225,000 in 1900 to an astonishing 2 million in 1920 (Simonson, *et al.*, 2009:37). Students did not experience any problems to access the courses. The mine workers were able to work and complete their studies at the same time.

Miller (2010:26) is of the opinion that the development of distance education, especially in North America, progressed as a response to the workforce and economic developments of the 19th century Industrial Revolution. According to Kelly (2014), the Industrial Revolution was the era during which predominantly rural and country societies became industrialised and urbanised due to the development of technology in the iron and textile industries. People's lives changed from daily existences which revolved around farming and using hand tools or basic machines to produce goods, to using powered special-purpose machinery, working in factories, and participating in mass production. This led the people to realise that they needed more knowledge to become skilled workers, and a need for education developed.

The same happened in Britain in the late 18th century when the Industrial Revolution had a big effect on the economy, industry, and people's social lives (Kelly, 2014). The revolution brought about development and many people from the country flocked to cities for work. The standard of living for middle and upper classes were raised while that of the lower classes actually worsened because the wages they earned in factories were low and unskilled labourers were easily replaceable. Even child labour was common. The revolution also impacted on the United States and Germany (Wilde, 2014), and by the early 20th century, the U.S. had become the world's leading industrial nation. In fact, the Industrial Revolution (1820-1870) was of great importance to the economic development of the United States. It was especially the middle and lower class people who realised that they needed to be educated since they were doing the lowest forms of work knowing that they could be easily replaced.

At that stage education was still an upper class privilege. Knowledge was an elite commodity and usually only boys were educated (Haughey, 2010:47). Lower income society did not have the means to go to school and become qualified. With the development of industry, a need for knowledge emerged and with the development of the printing press, it was possible to spread this knowledge to anyone, anywhere. This need led to the development of correspondence courses and eventually to the idea of distance education even open to women and children which was not the case before.

Most of the first correspondence courses were aimed at educating adults. After World War II France's government established the Centre National d'Enseignement par Correspondences for the education of children. Since then it became a huge centre for adult education (Simonson, *et al.*, 2009:38). The primary target group of distance education today is still adults with occupational, social, and family commitments. According to Miller (2010:26) the development of distance education was influenced by the need for social change, technological development, and the need for educational institutions to adapt to changing social needs. Miller (2010:27) adds that other universities in the USA who started with correspondence courses were: the University of Chicago, the Pennsylvania State College, and the University of Wisconsin. The interaction between access, independence, and interaction with a tutor was always a key factor in the history of distance education (Miller, 2010:42). The mail service and later tele-conferences allowed people from all walks of life to enrol at distance education universities. Students have the freedom to choose where, what, and when they want to study and over the years more and more interaction with lectures became possible and played a role in the successful development of distance education. The development of technology also contributed to the improvement of communication between students and lecturers and between students and students.

Geographic constraints and developments in technology are part of the history of distance learning since it is always about how to neutralise distances and how increase access to course materials (Garrison & Cleveland-Innes, 2010:13). This is why the principles guiding correspondence programmes were the start of distance education (Miller, 2010:27). It had to have broad access and could be offered to anyone, anywhere. The first programmes were not linked with campus semester calendars but students could enrol at any time and had six months in which to complete a course. Interaction between students and instructors took place through written assignments. According to Miller (2010:28) the postal system and development of technology made it possible to develop these courses.

With the development of the telegraph, communication became easier. This happened in 1837, when two British gentlemen, William Cooke (1806-1879) and Charles Wheatstone (1802-1875), patented the first commercial electrical telegraph (Kelly, 2014). With the rapid

development of correspondence courses, they soon realised that they could develop a support system consisting of editors, graphic artists, printers, publishers, warehouses, and mailing systems. Development of one type of technology thus resulted in the development of others.

According to Miller (2010:29) correspondence courses were at first seen as an extra at already existing universities and colleges and only staff members who were prepared to work outside normal teaching hours participated: “Faculty participation tended to be outside the normal teaching workload, with faculty members paid extra to develop and teach distant students”. It was only lecturers who saw the need and had a passion to educate the broader community who engaged in the first distance education courses.

With the growth of correspondence courses the need developed for a body to ensure that sound educational standards and ethical business practices were upheld and consequently the Distance Education and Training Council (DETC) was established in 1926 (Miller, 2010:30). A few years later, in 1938, the first global professional organisation for distance education was founded. It was called the International Council for Correspondence Education (ICCE). This organisation is now called International Council for Open and Distance Education.

The tremendous progress in correspondence courses in America led in 1952 to the establishment of the Division of Correspondence Study at the already existing National University Extension Association (NUEA). According to Miller (2010:30), this division developed the first self-evaluating guide as well as a catalogue of all the courses in correspondence that could be taken at university level. By 1965 there were 42 universities had become members of the NUEA who developed their high school programmes into higher education courses.

Although then very prescriptive, one of the first open distance learning universities in the world, the British Open University (BOU), was founded in 1960 and established in 1969. It was able to deliver mass produced course material, and the focus according to Garrison and Cleveland-Innes (2010:15), was to offer teaching to the educationally disadvantaged. According to the 1969 mission statement of the Open University (2015), it sought to provide educational opportunities to those in society who were excluded from the life chances that higher education could bring them. Martin Bean, former vice-chancellor of The Open University (OU) stated in December 2014 that there is no such thing as a typical open university student. People of all ages and backgrounds study at OU for different reasons: “The OU is open to all”. This again focuses on the accessibility of open distance learning. Today the Open University’s commitment is as strong as it was in 1969. They continue to

look for educational opportunities to achieve social justice by providing high-quality university education to all who wish to realise their ambitions and fulfil their potential (Open University United Kingdom webpage, 2015). This was the start to bridge the gap in England between the advantaged and previously disadvantaged.

Universities which followed in the footsteps of the British Open University were Athabasca University in Canada, the Empire State College in New York, and Edison State College in New Jersey (Miller, 2010:34). Soon there were inter-institutional collaborations between universities who shared course material and even developed course material collaboratively.

North American universities involved in correspondence courses developed the use of educational television stations in 1952 (Miller, 2010: 30). And some community colleges in the United States and Canada started to use public television and cable TV to create a new kind of distance education called tele-courses. They later also used low-cost video cassettes as part of the courses. "By the mid-1980s the tele-course had become a major force in distance education" (Miller, 2010:31). This new tele-course was a media-based distance education course where the traditional lecture component was delivered via video or audio programs. It often included a study guide (Miller, 2010:43). Media-based distance education enhanced the accessibility of course material to students, made possible because of the development of technology. Earlier educators and students had to rely on the post to receive study materials.

Radio and television broadcasts were however only one-way communication channels but according to Garrison and Cleveland-Innes (2010:17) two-way communication became possible with audio conferencing which started in 1970. This proved that distance education did not have to be constricted to a certain geographic area but could be open to all students, anywhere, and anytime. Two-way interaction which had a positive influence on students thus became the way forward for distance education.

Moore, Garrison, and Shale also fought for real two-way communication (Garrison & Cleveland-Innes, 2010:16). They reasoned that there was a need for interaction and that the constraint of distance should not be an obstacle to communication. In the 1980s group conferencing and increased interactions developed. Students travelled to a teleconference centre and were positive about the fact that they could interact with each other and with the lecturer. It developed into internet-based audio, video, and text-based conferencing (Garrison & Cleveland-Innes, 2010:15). A teleconference is "A distance education format that uses communications technology – telephone, satellite, or the Internet, as examples – to connect multiple sites for live, real-time interaction among instructor and students at all locations" (Miller, 2010:43).

Progress in internet and communication technology inevitably led to changes in distance education and the adoption of new pedagogical assumptions and approaches. Some were positive about using technology and others wanted to keep to the old way of study material received via the post. Evans and Nation were two educators who challenged the use of the internet in distance education but Garrison and Cleveland-Innes (2010:18) stated: "The self-study course package remains the core of distance education, regardless of the technology of delivery or ancillary uses of media. Although the way of delivery has been altered and refined, the core of distance education remains independent working and self-study; students have to direct their own learning. The use of the internet has made the delivery and even the communication with the lecturer faster and more convenient but in essence it is still self-study just as the first correspondence courses were. Distance education is the method and postage or technology is the way of delivering the material.

Simonson *et al.*, (2009:13) give a short summary: Anadolu University in Turkey, started in 1981 and currently enrolls more than 500,000 distance education students. According to the World Bank they are the largest distance education institution in the world. The Open University of Hong Kong opened its doors in 1989 and currently have over 100, 000 students. In sub-Saharan Africa economic depression and political instability has led to a shortage in education facilities and many regions of Africa make use of distance education where there is steady growth. China developed a distance programme between 1970 and 1980 and five years after they started making use of the national radio and TV they had over 30,000 students.

Distance education also has a long history in European countries. In Spain the Universidad Nacional de Education a Distancia is the largest in Europe with 130,000 students. According to Simonson *et al.*, (2009:13) distance education also grew tremendously in the USA where most programmes are currently delivered online and are offered by both private and public universities.

In the US and Europe distance education developed out of a need for knowledge during the Industrial Revolution. The development of the postage system paved the way for correspondence courses. Information was sent to students who then completed assignments and sent them back to the teachers. On receipt of the assignment the next batch of study materials would be sent to the student. This method of learning quickly developed all over Europe, England, America, and Asia and later spread to the sub-Saharan countries in Africa. The internet broke the last barriers in accessibility and information can now be sent across continents.

Technology has improved and has had an impact on correspondence courses. Tapes, radio and television were used to send the knowledge to the students. Interaction with the tutor or teacher was still limited. The idea of Open Universities where a student could enrol any time and work at his own pace started to develop. The use of technology has also enhanced the interactions between the students and has had a positive effect on collaborative learning because students can form internet study groups.

At first distance education was just an add-on to traditional universities and did not get the much attention. Today there are open universities which present distance education as the only mode of delivery. In South Africa it was not so much the Industrial Revolution but the segregation laws of the past that enhanced a situation for distance education to develop.

3.4 History of Open Distance Learning in South Africa

After the first democratic election in 1994 the educational system had to be reformed to fill the gap between the privileged and deprived in South Africa. According to Perraton (2007: 29) one in five adults was illiterate. The University of South Africa (UNISA), the forerunner of distance learning and South Africa's only single-mode learning institution in South Africa, started in 1837 as the University of Good Hope. UNISA has been teaching exclusively via distance learning and correspondence courses since 1946 and in 1995 established the Adult Basic Education and Training Institute which recruited and trained practitioners to teach adults to read and write (ABET). "The programme aimed to make learners literate in their mother tongue and able to read as well as speak in English" (Perraton, 2007: 31).

Currently UNISA has more than 360,000 students in 130 countries and is one of the world's mega universities. Since its inception UNISA provided education without discrimination. Even in the apartheid era, you could enrol regardless of colour, nationality, race, or creed (UNISA, 2015). They are the only single mode university in South Africa. The courses are flexible and students can plan their studies to fit their lifestyles. Courses are offered at one-quarter to one-third of the fees of residential universities.

Although distance education developed at other universities in South Africa as well, it was, with the exception of UNISA, mainly delivered from dual mode universities which offered extra programmes (Perraton, 2007: 103). Between 1980 and 2004 UNISA was supported in delivering distance education by Technikon South Africa and VISTA University, but after the merging of the colleges it was again only UNISA. Conventional universities only started delivering distance education during the 1990s.

Over the years many other institutions and private persons contributed to the development of distance learning in South Africa. Mr Joseph Lazarus, a graduate from Stellenbosch

University, started a correspondence course in the 1960s called “Oom Lasie se studiemetodes” for children in primary and secondary schools (Anon, 1994). It was a course to teach children how to study for exams.

Damelin College was founded by Benjamin Damelin in 1943 and is one of the largest private colleges in South Africa with 17 campuses in different cities in Africa. Damelin offers full- and part-time courses with face-to-face instruction as well as correspondence courses. It qualifies as an open distance learning programme since students can enrol at any time of the year and continue to work while they study (Webpage of Damelin, 2015).

Another college which had an influence on the development of distance learning is Lyceum Correspondence College which has been active in South Africa for the past 90 years focusing on Traffic Management and Policing, Business Studies, Education and Fleet Management. According to their webpage, Lyceum follows an innovative approach to correspondence and distance learning both in South Africa and internationally where they combine academical and practical skills (Lyceum, 2015).

INTEC College as it is known today opened its doors in South Africa in 1972 as ICS (International Correspondence Schools) and changed to INTEC with new ownership. ICS was the first provider of courses to coal miners in the USA and opened their doors in 1896. By the year 1902 they even had students in Cape Town and later opened a branch in South Africa. INTEC continued to grow and today this distance learning college has branches in five cities in South Africa, and offers education to people all over the world. One of their mottos is: “We earn while we learn!” (INTEC, 2015).

The Potchefstroomse Onderwyskollege (POK) has been the only on-campus institution for White Afrikaans students who wanted to be primary school teachers since 1919. Even before the election of the ANC government in the early 1990s however POK realised the need to expand their services to other cultural groups. It came under the management’s attention that there are teachers in schools who do not have any qualifications and teachers who need to improve their qualifications. In 1993 POK therefore established teacher training centres and started in-service training programmes in the North West Province to assist teachers to improve their teacher qualifications. The first students who attended were Coloured teachers from and around the North West Province (Rabe and Sieberhagen, 2013:1). The college was overwhelmed by interest in these extra classes which aimed to improve the qualifications of educators.

According to Rabe and Sieberhagen (2013:2) big numbers of students from outside Potchefstroom enrolled for in-service training at POK and the biggest challenge for

management was to staff and finance this new development. The college used video tapes recorded by lecturers at outside centres to present lessons on Saturdays.

The government of South Africa became concerned about the rapid development of distance education in the country and in 1994 commissioned an international review of its strengths, weaknesses, and potential (Perraton, 2007:106). This commission investigated distance learning as well as the services rendered by the different institutions.

In the previous chapter it is mentioned that teacher training before 1994 was fragmented due to the apartheid history of South Africa. The newly appointed government of 1994 decided to merge colleges with universities and colleges of technology, to enhance the quality of training offered to educators. This was done under the Higher Education Act, 1997 (Act No. 101 of 1997), and resulted in an emphasis shift from teacher training to teacher education (Gordon, 2009:25). "On 15 December 2000, the Minister of Education, Professor Kader Asmal who was Minister of Education (1999-2004), published a declaration that made colleges of education subdivisions of universities and technikons" (Gordon, 2009:22). According to Gordon (2009:22), out of a number of 82 institutions which enrolled students in 2000 for teacher education, 50 were colleges of education. During that year the number of colleges was cut to half and the number of students reduced from 15 000 to 10 000. By 2005 the process to incorporate colleges into higher education was complete (Gordon, 2009:22). This not only resulted in a shortage of teachers who had qualifications from educational institutions, but also in an accessibility problem for people in the rural areas of South Africa.

With the changes in politics POK realised they would not be able to continue as an autonomous college and merged with the Faculty of Education of the North-West University, then called the PU vir CHO (Potchefstroomse Universiteit vir Christelike Hoër Onderwys) (Rabe and Sieberhagen, 2013:2). With merging of POK in 2001 with the PU vir CHO, the Faculty of Education science was established. On 1 January 2004 the name of PU vir CHO changed to the North-West University (NWU) with three campuses in Potchefstroom, Vaaldriehoek, and Mafikeng (Rabe and Sieberhagen, 2013:3). The involvement of the Potchefstroom Campus in the bigger teaching community developed to such an extent that it led to distance learning courses in collaboration with the College of Open Learning in South Africa (COLSA).

After the universities and colleges were merged there was a steep decline in enrolments of teacher students at all the universities and graduates between 1997 and 2001. Researchers Patterson and Arends explained in their report about the drop in enrolments (Who Are We Missing? Teacher Graduate Production in South Africa, 1995–2006), that the location of education facilities caused that "young rural people, especially African females, were cut out

of the graduate production process” (Gordon, 2009:31). Access to urban facilities immediately excluded a group of possible students because living expenses, travelling expenses, as well as accommodation costs were required.

To assist with the challenge of improving the quality of teacher training in South Africa, a Ministerial Committee on Teacher Education (MCTE) was appointed in 2003. Two reports from this committee, the National Framework for Teacher Education in South Africa released in 2005, and the National Policy Framework for Teacher Education and Development in South Africa: More Teachers, Better Teachers, released in 2007, had a big influence on teacher training (Gordon, 2009:25). It led to the start of learnership programmes at schools by the Education Training and Development Practices (ETDP), and to Sector Education and Training Authorities (SETA). According to Gordon, (2009:26) the students study at a university while working at a school. The programme gives young people who do not have the funds to study full time, an opportunity to enter the teaching profession. The academic and practical are combined. The development of distance learning in South Africa progressed with the start of the learnership programmes.

Between 2003 and 2005 a debate started around the need for more and better qualified teachers in the profession and the possible re-opening the teachers colleges which had been merged with universities (Gordon, 2009:39). The most feasible arrangement seemed to be for current institutions to look at different ways of service delivery and to add distance education as one of the teaching methods. According to Gordon (2009:42) it was recommended that the number of open learning programmes for initial professional education of teachers (IPET) and continuing professional teacher development (CPTD) should be expanded. It would address the need for students who live far from institutions and help where there was a shortage of academic staff at other institutions.

According to Perraton (2007:103) 43% of higher education students study at a distance in South Africa. It is then not strange that SAIDE was launched by a group of educationists. The South African Institute for Distance Education is a non-governmental organisation that contributes to the development of new models of open and distance education practice in South Africa and sub-Saharan Africa. They do not implement, but facilitate existing projects and give guidance about the use of technology to expand services. It was launched to promote open learning principles and quality distance education in different educational sectors, and to support programmes with course design, materials, learner support, management, and the use of technology, as well as to do research in this field (SAIDE, 2015). According to SAIDE (SAIDE, 2015) distance education has demonstrated great potential for increasing openness in learning, and has been shown to be cost-effective.

In 2007 and in 2010 off-campus courses started to be internationally audited and in 2010 the recommendation was that the NWU should explore the possibility of a special ODL (open distance learning) unit to coordinate, manage, and serve the increased needs of teachers in the field. Apart from teachers who wanted to upgrade their qualifications there were still many unqualified teachers working but in need of training. According to Rabe and Sieberhagen (2013:85) the opening of a unit for open distance learning was approved on 9 March 2011 and the doors officially opened on 1 January 2013.

For a big section of the population the cost to keep a student at a university full-time is just too high. Some families cannot afford to lose the support of their children in daily household affairs (Gordon, 2009:34). All of the above has led to the rapid development of distance learning in South Africa. According to Gordon (2009:22) during the time when the universities and colleges were merged, two distance colleges were established: the South African College for Teacher Education (SACTE) and the South African College for Open Learning (SACOL).

On the website of the Unit for Open Distance Learning (UODL), the executive director Professor Spamer, states that the purpose of distance education is to provide greater access to students (UODL, 2015). With the publishing of the White Paper for Post School Education and Training in 2013 and the Policy for the Provision of Distance Education in South Africa Universities in the Context of an Integrated Post-school system in 2014, the Department of Higher Education and Training (DHET) in South Africa declared they anticipate that by 2030 there will be a total of approximately 1,6 million students at South African universities. The government realises that it is impossible for traditional on-campus universities to cope with such a demand.

The Unit for Open Distance Learning can now reach many potential students who are working or who do not have the financial means to enrol at a traditional campus and need an alternative way to study (UODL, 2015). The government supports universities that can provide this flexibility of option to potential students with distance education. The three main areas of distance learning at the UODL of the NWU are Education, Theology, and Nursing (UODL, 2015).

The UODL is at the forefront of research and policy making in open and distance education and regularly send attendees to conferences locally and abroad, such as the International Council for Open and Distance Education and NADEOSA, and the National Association of Distance Education and Open Learning in South Africa (UODL, 2015). According to their website, NADEOSA is an organisation that aims to facilitate collaboration among distance education and open learning organisations in South Africa. They advocate awareness,

understanding, and application of distance education and open learning to policy makers, practitioners, and learners. They promote research and evaluation as well as promote and enhance quality assurance of distance education and open learning in South Africa (NADEOSA, 2015).

3.5 The need for Grade R teachers in South Africa

According to Atmore (2010:10) the National Audit done by the Department of Education in 2000 confirmed the need for the training of teachers for the ECD sector. Their report to the NDA showed that of the 54,503 practitioners working with children in early childhood development sites, 12% are qualified, 88% require additional training of some kind, and 23% have no training at all. Since so many people in ECD centres required additional training it meant there was a big need for a training provider able to train people while they are working.

The government of South Africa realised that attention needs to be given to the uplifting of the quality of teaching and ECD. The report of the National Development Agency showed that children in rural ECD centres are particularly vulnerable because they are often subjected to poor teacher-child ratios, poor infrastructures, poorly trained staff, and no access to ECD training providers (Atmore, 2012:36). Practitioners at these schools cannot leave their work to do pursue professional teacher development. Except for their own financial implications, the practitioners also cannot allow the already struggling rural areas to suffer without teachers. The development of the distance learning programmes therefore opened doors to these practitioners. According to the UODL website (UODL, 2015) there are currently more than 30 000 students serviced in the education sector at distance and open learning institutions. The method of delivery from the distance learning unit of the NWU focuses primarily on the use of interactive whiteboards where a lecturer presents a class from the Potchefstroom campus, or any other campus, to students at 52 study centres in Southern Africa and Namibia. Students do not have to meet the lecturer face-to-face but attend a whiteboard session at any of the centres (UODL, 2015). In this way the NWU contributes to the struggle to close the academic gap.

Chapter 2 explained that the government is phasing Grade R in as a compulsory component into the schooling system and that it has resulted in a shortage of qualified Grade R teachers. The Unit for Open Distance Learning of the NWU contributes to the solution of this shortage with the diploma in Grade R teaching which is offered via a distance learning programme.

The Grade R teaching diploma is a three year programme on NQF Level 6. According to their website the students will be expected to gain experience in applying knowledge and

skills in the context of working with Grade R learners in a school. The method of delivery (distance education) from the North-West University's Potchefstroom campus provides each student with the opportunity to attend contact sessions at specific NWU venues countrywide (UODL, 2015). The advantage of the programme is that practitioners, currently working in Grade R classes can continue work while they also have the opportunity to study. In 3.6 the challenges that the students and lecturers encounter with the implementation of this programme is discussed.

3.6 Challenges and strategies to solve the challenges in open distance learning

According to Berge, Muilenburg and Van Haneghan (2002:210) the use of technology in distance education has progressed in the last two decades but has not been without obstacles. Sometimes the obstacles are social, economic, physical, or learning barriers that exist in the workplace and in schools with regard to technology and its use.

All over the world governments have invested in distance education. The reasons are mostly to give access to education to more people, to bring equity in qualifications, and to respond to the demands of the labour market. There is a need for more qualified people and distance education is the way it can be reached (Harry & Perraton, 1999:7). There is a debate on about the cost of distance learning. Those in favour of distance learning say it is cheaper to deliver but according to Harry and Perraton, (1999:6) there is not necessarily a big difference since the costs of preparation are the same. It is only the distribution that is different. Except for the debate about the pros and cons of distance learning, there are a number of challenges in the delivery of the method.

According to Berge *et al.* (2002:214) the severity of the challenges in distance education depends on the maturity of the organisation, which delivery system is used, and the expertise of the individual. Students who are further along with their studies report fewer barriers than those who have just started. Berge *et al.* (2002: 215) confirm the above when they state that students who are enrolled at organisation that are mature in the delivery of distance education have fewer challenges than those who study at institutions that are struggling with administrative and organisational issues. The diploma in Grade R Teaching offered at the NWU is a new programme which started in 2013 at a newly established unit for distance learning. The focus of this study is to explore the experiences of the stakeholders in this Grade R diploma programme's implementation (See 1.3). This research focuses on the challenges and possible strategies that the students may encounter in the diploma in Grade R Teaching (See 1.4).

A strategy is seen as a solution to specific challenges that are encountered. According to Schlosser and Simonson (2010:169) a learning solution is any combination of technology

and methodology that delivers learning. It is an answer to problem(s). Challenges that students encounter with the distance learning Grade R teaching diploma programme should be addressed to make it easier for future students.

A study was done to determine the reason for the low academic success and failure of black chartered accounting graduates at UNISA. The students were employed and followed the post-graduate degree as a distance learning programme. They all had high volumes of work to cover and their employers put pressure on them to deliver at work (Sadler & Erasmus, 2005:29). The survey showed that students valued communication skills less than lecturers do and emphasised issues of personal value such as self-motivation, career goals, and accepting challenges (Sadler & Erasmus, 2005:40). According to Sadler and Erasmus (2005:47) the older students realised the importance of peer group support. Barriers found in the survey were that there was a lack of professional development and that there were not enough older students or mentors in the field.

Students and lecturers ranked their challenges and barriers to success differently (Sadler & Erasmus, 2005:40). The lecturers emphasised regular preparation for exams, the ability to think logically, and student ability to work independently. They also felt students should put in consistent effort, have effective written communication skills, have the ability to read the language of instruction, and have effective techniques for writing exams.

Sadler and Erasmus (2005:40) explain the students' different ideas of what is important to have success in their studies. They emphasise consistent effort, self-discipline, as well as regular preparation. The students also ranked effective examination techniques, self-motivation, the ability to think logically, and dedication to career goals as important factors for success. Many students enrolled for the diploma in Grade R teaching at NWU, are currently "older" since they have been working for many years. There are also a number of young students busy qualifying themselves for the first time, and working in a Grade R class for the first time. The difference between these two types of students is discussed in Chapter 5.

In Chapter 1 challenges in open distance learning were briefly discussed under four basic pedagogical principles namely, course accessibility, communication and interaction between fellow students and lecturers, focus on active and collaborative learning experiences, and the use of technology. These four principles are now discussed in more detail with reference to the challenges as well as possible strategies mentioned in the literature, and applying it to the ODL Grade R diploma programme.

3.6.1 Course accessibility

The reason why people often choose to study over distance is because it is difficult for them to attend on-campus classes at a traditional university. This may be due to finances, geographical constraints, or the fact that they need to work. The geography of the institution as well as that of the student has implications for the delivery of the course material.

The use of technology according to Tait (2000:7) depends on whether technology is available to the institution and whether the student has access to it. There are countries which have no postal systems and countries who have no access to the internet.

It is thus important that the institution should be able to deliver both methods and also know the students who enrol well enough to know how they will can receive their course material most efficiently. Garrison and Cleveland-Innes (2010:13) summarise the above when they say that in distance education it is always about how to neutralise distance and how to increase access to course material.

3.6.2 Course accessibility at the Open Distant Learning Unit of the NWU

Development in technology is the main solution to geographical constraints and access to course material (Garrison & Cleveland-Innes, 2010:13). If technology in the environment of both the institution and the student is well developed, there should be no problem with access to course materials.

At the NWU the study material is delivered either via postal or courier services. Study materials are sent to the delivery address indicated by the student on the application form. Material mailed through the postal service must be collected from the post office within seven working days or it will be returned to the university and the student will be liable for the postage cost (NWU, 2013:42). The course material for the Grade R diploma programme is accessible to all students.

At the Unit for Open and Distance Learning at the NWU, students may register at any time of the year with a minimum and maximum study period for specific programmes (UODL, 2015). The Grade R diploma programme is accessible throughout the year to suit students. The minimum study duration for completing the diploma in Grade R Teaching is 3 years and the maximum study duration is 5 years (NWU, 2013:8).

Assignments are posted or submitted to UODL, and distributed to the lecturers. No assignments may be posted directly to the lecturers. To make it easier and more cost effective for students, different modules may be posted in the same envelope. Different assignments should however be stapled with separate cover sheets (NWU, 2013:8).

Feedback from the university is usually done through the postal service; assignments are returned with comments and marks. In the Grade R diploma programme at the NWU, academic information such as subject content, discussion forums, important dates, additional resources, and supplementary instruction are clearly given on the internet, as well as in an information booklet which the students receives (UODL, 2015).

The distance learning Grade R diploma students at the NWU each receives a comprehensive study guide and manual, learning materials such as textbooks and readers, CDs with video-clips (mainly lectures), and a tutorial and prospectus booklet. It is delivered to them via courier services, irrespective of their addresses (UODL, 2015). The university uses both normal postal services and private courier services for the delivery of the initial course materials.

The Unit for Open distance Learning of the NWU make use of the internet, postal services as well as courier services to ensure that all students which enrol for the Diploma in Grade R receive their course material on time. The stakeholders' experience about the accessibility of the programme will be discussed in Chapter 5.

3.6.3 Communication and interaction between fellow students and lecturers

Geographic constraints lead to a lack of contact or interactions between lecturers, students, and fellow students. Borje Holmberg is one of the researchers who realised the need and researched the possibility of increasing the communication between lecturers and students (Holmberg, 1989:106).

Schlosser and Simonson (2010:159) describe interaction as the level of communication, exchange, and reaction that occurs in a learning environment. At a traditional university where face-to-face contact classes are presented there are high levels of interaction between lecturers and students as well as between fellow students.

At the Open University in England students have lecturers with academic expertise, who give guidance and feedback, and run group tutorials (OU webpage); it does not rely on one-sided correspondence with letters. This type of contact is available in person but is mainly used via the internet. Contact via the internet is only feasible if the student has access to internet facilities.

In the history of distance education, interaction with the tutor has always been one of the key factors constantly in need of improvement (Miller, 2010:42). Institutions usually advertise that they give special attention to interaction between lecturers and students. INTEC College for

instance, advertise on their webpage that their student counsellors are only a phone call away (INTEC, 2015).

Lecturers and students do not always rank communication between them of equal importance. Lecturers would like to increase communication to be able to address certain important academic issues (Sadler & Erasmus, 2005:40) and value communication skills higher than students. Lecturers would like to implement more contact to be able to emphasise the need for regular exam preparation, to assist with students' ability to think logically, and to help students to learn to work independently. According to (Sadler & Erasmus, 2005:40) lecturers emphasise the need for effective written communication skills in students, the ability to read the language of instruction, and effective techniques to write exams which could be developed with more communication between them.

"UNISA was long criticised for the lack of support to students, offering correspondence courses and little else,..." (Perraton, 2007:106). Other institutions also tend to give little or no support to rural students and more to urban students who are able to attend workshops. The result is often a very poor success rate. Moore, Garrison, and Shale are researchers who believe that distance should not inhibit two-way communication (Garrison & Cleveland-Innes, 2010:16).

Student support in distance learning is a very personal aspect in each institution. A method that works at one institution can, according to Tait (2000:2), not simply be used as a blue print for another. The function of student support is cognitive and affective; supports the student with course materials; provides an environment which supports students and is systemic; establishes administrative processes and information management systems which are effective; and is transparent and overall student-friendly (Tait, 2000:2).

Previously interaction between students and lecturers only took place through written assignments sent via the post (Miller, 2010:27). Comprehensive support is however not possible with postal correspondence only. Institutions and students need to be able to have communication through more mediums such as telephones, email, telephone conferencing, and face-to-face classes. Even with the incorporation of both radio and television broadcasts, communication remained one-way (Garrison & Cleveland-Innes, 2010:17). Tait (2000:8) points out that complete absence of communication and interaction between students and lecturers contributes to high dropout levels. Most students welcome support from lecturers and need less support as they become more accustomed to distance learning.

Tait (2000:3) identifies ways of necessary communication and interaction between institution and students that can make a difference to student success: enquiry, admission, and pre-study advisory services; tutoring, guidance, and counselling services; assessment of prior

learning and credit transfers; library services; individualised correspondence teaching; information management; programme planning and career development; and materials which support the development of study skills and differentiated services for students with special needs. It is clear that communication between the institution and the student is not restricted to discussions and feedback about assignments but entails much more. The organisation SAIDE aims to create a quality learning environment using an appropriate combination of different learning resources, tutorial support, tutorials, peer group discussions, and practical sessions (SAIDE, 2015). According to the website of the Unit for Open Distance Learning at the NWU, the learner management system supports communication between lecturers and students and creates a collaborative environment for students and researchers (UODL, 2015). Students are motivated to email and phone lecturers whenever they need to interact with them.

3.6.3.1 Communication at the Open Distant Learning Unit of the NWU

At the UODL of the NWU, steps were taken in anticipation of possible communication problems. There are several ways in which students can have contact with lecturers: lecturers can be visited during office hours (8:00 to 16:30) on Tuesdays, Wednesdays, and Thursdays. On other days a specific appointment may be booked at the call centre (NWU, 2013:4). The information booklet 2014 of the Grade R diploma programme specified that some of the sessions at the tuition centres would be facilitated utilising interactive whiteboards (NWU, 2013:4). It also advertised that selected modules would be facilitated at summer and winter schools at all the tuition centres. Facilitation would be provided through whiteboards (NWU, 2013:4). A landline number for the call centre is given in the booklet should the students need assistance with contacting lecturers (NWU, 2013:4).

Students may send SMS questions regarding the module presented during the whiteboard sessions. Normal SMS rates apply to the given number. The questions will then be addressed during or after the interactive whiteboard sessions (NWU, 2013:4). Contact sessions are scheduled on Fridays and Saturdays at registered study centres and suggested accommodation is given in the booklet (NWU, 2013:32). Students are motivated to attend contact sessions and according to the lecturers, students experience a remarkable improvement in their marks and are well prepared for examinations if they attend (NWU, 2013:8). A contact number is also given should any problems be experienced with facilitators or facilitation at the tuition centres (NWU, 2013:5).

3.6.4 Focus on active and collaborative learning experiences

Collaborative learning is according to Garrison and Cleveland-Innes (2010:22), an instructional strategy that involves joint intellectual activity among learners who work together

to solve problems or come to an understanding. They are dependent on one another. At the Open University in England, students are given the opportunity to get together at tutorials, day schools, and informal study groups where they can work and learn from each other. Some students use online conferencing, study networks, and course forums (OU webpage). Collaborative learning takes place in interaction with others to build and share knowledge (Schlosser & Simonson, 2010:111). The development of the teleconference centre is also a response to the need for students to interact with each other and with lecturers (Garrison & Cleveland-Innes, 2010:15). This has been a step in the right direction.

According to Keegan (1996:50) there is a quasi-permanent absence of learning groups in distance education. Learners are mostly taught individually with occasional group meetings or electronic contact with each other. Progress in the internet and communication technology has taken distance education forward by enabling communication between students and lecturers and students with each other (Garrison and Cleveland-Innes, 2010:18). Beforehand students worked on their own and did not have contact with fellow students.

UNISA admits that it is impossible to have regular contact between lecturers and students with the large number of enrolled students and started a “Together We Pass” initiative which encourages students to share resources, compare assignments, and assist each other with their studies. For a minimal fee students can join an online study group. According to UNISA this peer-to-peer support helps students to pass and will help South Africa to move forward (UNISA, 2015).

3.6.4.1 Focus on active and collaborative learning experiences at the Open Distant Learning Unit of the NWU

The students who enrolled for the diploma in Grade R Teaching may attend contact sessions at tuition centres where students can meet with lecturers for advice on how to complete assignments, get feedback on completed assignments, and receive academic guidance via the study material. Students also have the opportunity to work in groups with fellow students (NWU, 2013:8). The university does not organise working groups for students but they can arrange their own study groups when they meet at the tuition centres.

3.6.5 Use of technology

The use of technical media should carry the content of the course whether it is via print, audio, or computer (Keegan, 1996:50). It is difficult to forecast how the use of technology will develop and be used in future. The Open University of Catalonia is one of the world’s first virtual universities. They are already experimenting with computer-based technology as the

main way of providing courses for students (Harry & Perraton, 1999:4). The use of the internet reduces the isolation of education since knowledge can readily be shared.

The ideological reason for distance education is the intention to empower the poor, remotely situated, and disadvantaged people of a country (Perraton, 2007:183). This can of course only be done if people in remote areas have access to and understanding of technology.

Students who use technology for personal use have fewer problems with the use of technology in their studies (Berge *et al.*, 2002:214). It might thus be that younger students are more likely to use technology in their studies because they are used to use it in their personal lives as well.

Technology helps to shift boundaries (Harry & Perraton, 1999:5). Just as the television and telephone did not suppress print, the development of information communication technology will not close down the use of postal services in the delivery of course materials in distance learning (Tait, 2000:5). It will continue to be used as a support system.

According to its webpage, Damelin is engaged in Project Athena. This entails that the education sector of the telecommunication company of South Africa, Telkom, gave 40 000 SIM cards to Damelin Students in 2013 to assist with technology in their distance education. The next phase of the project is to implement Wi-Fi access on Damelin campuses for students (Webpage of Damelin, 2015).

3.6.5.1 Use of technology at the Open Distant Learning Unit of the NWU

By using innovative technologies (for example interactive whiteboards and Moodle), the Grade R diploma programme offered by NWU is addressing the university's vision of innovative teaching to provide opportunities for professional development to a wider spectrum of the community (NWU, 2013:6). Although lecturers do not teach in person, it is possible to have contact with students through the use of technology. Students may send SMS questions to a specific number during the interactive whiteboard sessions. The lecturer will then give attention to the questions during or after the session. There is also a Facebook page for the Unit for Open Distance Learning where students can receive information about their studies (NWU, 2013:4).

According to the Unit for Open Distance Learning (NWU, 2013:37), assignments and examination results are posted to students as soon as papers have been marked. Information letters about the exam are also posted to students. A telephone number is given if a student wishes to request that the information should be emailed to them (NWU, 2013:38).

Although the university relies a lot on postal services to get information to students, there are a number of ways to access it on the web. The postal services are used because it is not specified in the Information booklet of the UODL that a student must have an email address to complete the course. If examination information and tutorial notes cannot be received through post, it can also be obtained on the OLG website at www.olg.co.za or on www.olg.co.za/moodle (NWU, 2013:5). Students should request if they want information via email.

3.7 Conclusion

Distance education is an unconventional method of education. According to Perraton (2007:183) many governments support this method because it is seen to reduce the distance between privileged and disadvantaged people through the use of technology.

From the literature it is clear that a student can manage his or her own study process with open distance learning and thus bring about social change in his or her own situation (See 3.2). As seen during the Industrial Revolution, the result of ODL is often that students' standards of living are lifted and social needs are met as ODL becomes more available (See 3.3). With ODL people of all ages can study, and previously advantaged people are provided with study opportunities. Students are thus empowered (See 3.4) and professional development is opened to a wider spectrum of the community (See 3.6.5).

Distance education is steadily growing since traditional education facilities cannot provide for the need. It seems as if the words of Simonson, *et al.*, (2009:37) might soon be true: "The day is coming when the work done by correspondence will be greater in amount than that done in the classrooms of our academies and colleges; when the students who shall recite by correspondence will far outnumber those who make oral recitations".

Distance education is however not without challenges. The implementation of the new diploma in Grade R Teaching will therefore also not be without challenges. The challenges discussed in this chapter are compared in Chapter 5 with the results found in the empirical study about stakeholder experiences of the implementation of an open distance learning Grade R diploma programme. Viable strategies or solutions are suggested (See Chapter 6).

In this study qualitative research is used and the experiences of stakeholders (lecturers, students, and mentors) are examined through semi-structured interviews. The next chapter explains the research methodology in detail.

CHAPTER 4: METHODOLOGY

4.1 Introduction

In Chapter 1 the aims of the study were presented and the different chapters outlined. The research questions as well as the purpose of the research were formulated. The literature background on the research design and methodology was given. In Chapters 2 and 3 the history of education and distance learning were respectively discussed. In this chapter qualitative research as research design and its applications for the study are discussed.

To comply with the purpose of the research which is to explore and describe the challenges stakeholders experience in the implementation of the open distance learning Grade R diploma programme at North-West University, and to determine the most viable strategies to overcome the challenges experienced by the stakeholders, namely the students, teacher-mentors, and lecturers, it was decided to make use of a qualitative research design.

4.2 The research design

According to Clough and Nutbrown, (2012:5), research is the investigation of an idea, subject or topic with a purpose. Methodology refers to the methods that are used to obtain information from a variety of sources. Depending on the type of study that is planned, the researcher should decide if qualitative, quantitative or mixed methods are going to be used as an approach.

Qualitative research is according to Hennink, Hutter and Bailey, (2011:9) in broad terms an approach that allows a researcher to examine people's experiences in detail by using a specific set of research methods such as interviews, focus group discussions, observation, content analysis, visual methods, and life histories or biographies. Qualitative research is suitable for asking "why" questions to explain and understand issues, and "how" questions to interrogate processes and behaviour (Hennink *et al.*, 2011:9).

According to Flick, Von Kardorff and Steinke (2004:3) qualitative research seeks to understand social realities and it looks at processes, patterns and structural features. It is not only a description of the reality but it gives insight in the "why" and "makes the unknown perceptible in the known" (Flick, Von Kardorff & Steinke, 2004:3).

The setting of qualitative research is usually very natural. The researcher is the main instrument. They do not go with equipment because the context of the study is important. The data received in qualitative research is very descriptive. It is not only figures that are handled, but every detail is important. The researcher is concerned with the process. How

and why questions are often asked. Data is usually analysed inductively. Looking for the meaning of the research is an essential concern to the qualitative research approach (Bogdan and Biklen, 2007:4)

Quantitative research is different from qualitative research in the sense that the researchers do not work on subjective ideas. Quantitative research needs to be standardized because it is used in comparison with other data collected. Big numbers of data can be handled. The collecting of data is fixed and questions formulated in the study cannot be changed. In qualitative research interviews are more flexible and can be adopted through the study to understand the phenomena (Flick *et al.*, 2004:9). Measurements in quantitative research cannot be generalized so easily since it is statistics for a specific situation. They often make use of instruments and equipment to do data collection. Data in quantitative research is based on facts and not so much in personal values and perspectives (Bogdan and Biklen, 2007:155).

In corroboration with the above Henning, Van Rensburg, & Smit (2004:1) say quantitative research is when a fixed questionnaire is used with specific items to which people should respond by choosing a predetermined set of scaled responses. The study is guided according to a specific focus and variables are controlled.

In some cases quantitative or qualitative research are not suitable to be used separately. It can be of great value if the two methods, are combined by using mixed research. There are three kinds of mixed research. Mixed method is where the research approach includes both qualitative and quantitative data collection and analysis equally. Mixed model design is when the research question requires both approaches and where quantitative and qualitative methods are integrated throughout the study. With the multi-level design, one method dominates over another (Newby, 2014:133). According to Newby (2014:136) mixed research is appropriate for certain types of research where a specific problem as well as the reason behind the problem need to be investigated.

In this study the stakeholders' experiences of the implementation of an open distance learning Grade R diploma is the topic under investigation. Qualitative research study approach is therefore best suited in order to explore the stakeholders' experiences by asking how they experience the implementation of the programme, what the challenges are, and which strategies could be used to overcome these challenges.

A paradigm is a theoretical perspective or orientation through which the study is done. "... we are talking about a way of looking at the world, the assumptions people have about what is important and what makes the world work..." (Bogdan & Biklen, 2007:24). Henning *et al.* (2004:12) describes that the paradigm is the lens or viewpoint from which the researcher

looks at the specific phenomenon. A positivist paradigm is according to Henning *et al.* (2004:17) about finding the truth and providing it through empirical means by measuring and observing the phenomena without letting thought or feelings influence the object of the research. By the mid-20th century the aim moved to the understanding of participants and to interpret their lives. There was a shift away from the positivistic idea of structured observing and measurement. This is called interpretivism (Henning *et al.*, 2004:19). With the latter the social context is taken into account and the participants' intentions, beliefs and values are incorporated. The critical paradigm is where the political nature of the process is questioned. It questions the positive and negative of the institutional structures, oppressive ideologies and social inequalities (Henning *et al.*, 2004:17).

In paragraph 1.5.2.2 it was explained that the interpretivist paradigm is used in this study. According to (Hennink *et al.*, 2011:8) the interpretivist researcher asks open questions about how participants experience the world. In this study the stakeholders' experiences of the implementation of the Grade R diploma are investigated.

4.2.1 The process of qualitative research

The current study was measured and interpreted against the process of qualitative research described by Mertler and Charles, (2011:191) and is described in 4.2.1 under headings suggested by Mertler and Charles.

4.2.1.1 Identification of topic

Since the aim of the Department of Education is to include a Grade R as a compulsory year before the children enter Grade 1, the need for Grade R classes and thus teachers has expanded significantly. Many teachers in ECD are not qualified and cannot leave their teaching positions to study full-time at a university. When the NWU implemented the new Grade R diploma it opened doors for those who would like to work and study at the same time (See 1.1). The literature shows that there are challenges with the implementation of any ODL programme (See 1.2.2), and it was decided to explore the stakeholders' experience of the implementation of the new programme. The following topic was chosen: Stakeholders' experiences of the implementation of an open distance learning Grade R diploma programme. The purpose of the research was to explore and describe the challenges in the implementation of the diploma and to determine the most viable strategies to overcome the challenges experienced by students, teacher-mentors, and lecturers as stakeholders.

4.2.1.2 Review of related literature

In Chapter 2 the history of education internationally and nationally were reviewed with specific focus on the development of education in the foundation phase. Chapter 3 discussed the development of distance learning both internationally and nationally. Specific focus was given to possible challenges in distance learning which were mentioned in related literature.

4.2.1.3 Selection of participants

The stakeholders involved in this research are students enrolled at the NWU ODL Unit for the Grade R diploma, their teacher-mentors, and lecturers from the ODL of the NWU (See 1.5.2.5.1). A selection of all the stakeholders involved in the distance learning programme of the Grade R diploma programme was selected for participation (See Table 1).

4.2.1.4 Collection of data

The researcher conducted semi-structured interviews with all 20 participants as described in 1.5.2.6 and 4.4.2.

4.2.1.5 Analysis of data

The interviews were transcribed and tabled. Each interview was then coded according to categories and themes, and links between the participants' comments were noted (See 1.5.2.7 and 4.4.3).

4.2.1.6 Generation of research questions

Prior to the analyses of data the research questions formed the focus of the study. After analysing the data, the research questions were taken into account again and further analysis followed.

4.2.1.7 More data collection and analysis (See Table 1).

More data collection was not necessary. See chapter 5.

4.2.1.8 Final interpretation

With all the stakeholders' information tabled, the final interpretation of data is presented (Chapter 6).

According to the above research processes it is clear that the researcher was able to follow the process of qualitative research as described in the literature review (Chapter 2).

The researcher has taken into account the concerns about qualitative research to ensure that they do not have an influence on the current study. According to Mertler and Charles, (2011:191) there can be a high level of subjectivity, the researcher may be biased, and the study may lack generalizability.

To counter the possibility of subjectivity the researcher included students, mentors, as well as lectures as participants. In this way the experiences of the most important stakeholders were taken into account and could be weighed up against each other. The researcher is not an employer of the university and does not have a relationship with any of the participants. This helped the researcher to research the topic and not to be biased in any way. To ensure that the findings could be generalised, the participants were chosen from two urban and two rural areas in South Africa far from each other, where the students' circumstances are different from each other.

The strengths in qualitative research are according to Mertler and Charles (2011:191): holistic description, thoroughness of data collection, and integration of the researcher into the setting of interest. Ethical approval and consent from the university to continue with the research project (See Addendum A), and to have access to confidential information (See Addendum B) was granted. The stakeholders were approached and their permission sought to participate in the research (See Addendums C and D). The researcher was able to describe the phenomena as a whole since the experiences of several important stakeholders were taken into account. The data was collected through 20 interviews conducted at four different towns in South Africa which contributed to the thoroughness of the study; both urban and rural areas were taken in account. It was possible for the researcher to integrate into the setting of interest since she is a principal and teacher at a nursery school where there are two Grade R diploma students. She mentors these two students who were not part of the selected participants.

The characteristics of qualitative research as described by Mertler and Charles, (2011:192) were taken into account for this study and will be made clearer in the next few paragraphs. It was found that this study complies with all the characteristics of qualitative research..

The first characteristic of qualitative research is that it is naturalistic. The researcher went to a particular setting of interest in order to collect the data, rather than interviewing the participants in an artificial setting. The students who work full-time were interviewed at their schools and those who are part-time students were interviewed at their homes. The mentors were all interviewed at the schools where they mentor students. These interviews were conducted in the two chosen urban settings, namely Pretoria and Cape Town and two rural settings, Rustenburg and Delareyville. The lecturers were interviewed at NWU in their

offices. All the interviewees could participate freely since they were relaxed and settled in their usual settings.

The data of this research is very descriptive since the research is described in words and not numbers. Rich descriptions of how different stakeholders experience the implementation of the Grade R diploma programme were, emerged during the analysis of the interview transcriptions.

In this study the researcher was not only concerned with the outcome, namely how the stakeholders experience the programme, but with the whole process namely why they experience the programme in the way they do and how the challenges can be addressed. A large amount of information was gathered from the interviews held with twelve students, four mentors, and four lecturers in different settings.

The information was reduced by grouping the sets of data which provided similar types of information. According to Mertler and Charles, (2011:193) this process is called inductive reasoning and is used to generate generalisations which will be discussed in more detail in Chapter 5.

Qualitative researchers are concerned with how people make sense and meaning out of their lives (Mertler and Charles, 2011:193). The researcher grouped the data in different ways to look at the phenomenon from different angles. All of this is done with the goal of “learning what participants in a study are thinking and why they think as they do” (Mertler and Charles, 2011:193).

4.3 Phenomenology

Within qualitative research there are different approaches which can be used for specific studies; the type of study determines which approach will be used. Since the aim of this research was to determine the experiences of the different stakeholders of the implementation of an ODL Grade R diploma programme, it was decided to use a phenomenological research approach. According to Leedy and Ormrod (2014:102) phenomenological research is a “qualitative method that attempts to understand participants’ perspectives and views of social realities”. According to Bogdan and Biklen (2007:25) phenomenologists investigate a phenomenon and emphasize the subjective aspects of people’s behaviour. They try to understand how and what meaning they construct around events in people’s daily lives.

For Taylor and Bogdan (1998:11), the phenomenologist is someone who attempts to see things from other people’s points of view. They add that the reason why people say and do

different things is because they have learned different social meanings. People can do the same thing or be in the same situation but experience it differently. The participants in this study are all enrolled for the open distance learning Grade R diploma at the North West University. They come from different backgrounds and have different circumstances. With this study the stakeholders' experiences of the implementation of this new programme were studied, and possible challenges in the programme determined.

4.4 Methods

4.4.1 Interviews

The method used in collecting the data for this study was semi-structured interviews (4.4.1) which the researcher conducted with selected stakeholders involved in the Grade R diploma programme. The stakeholders, students, mentors and lecturers are the participants in the study.

Interviews can be classified as structured, semi-structured, or open-ended (Mertler and Charles, 2011:196). The researcher made use of semi-structured individual interviews by preparing an interview guide prior to the interviews for each of the different groups of stakeholders. The interviews were conducted in Afrikaans and English, according to the preference of the participants (See examples of the interview guides in addendums F,G, and H). Several "base" questions were asked to start the interviews and then probing was used to clarify answers and elicit more detail. Three different interview guidelines were developed, one for the students, one for the mentors, and one for interviewing the lecturers.

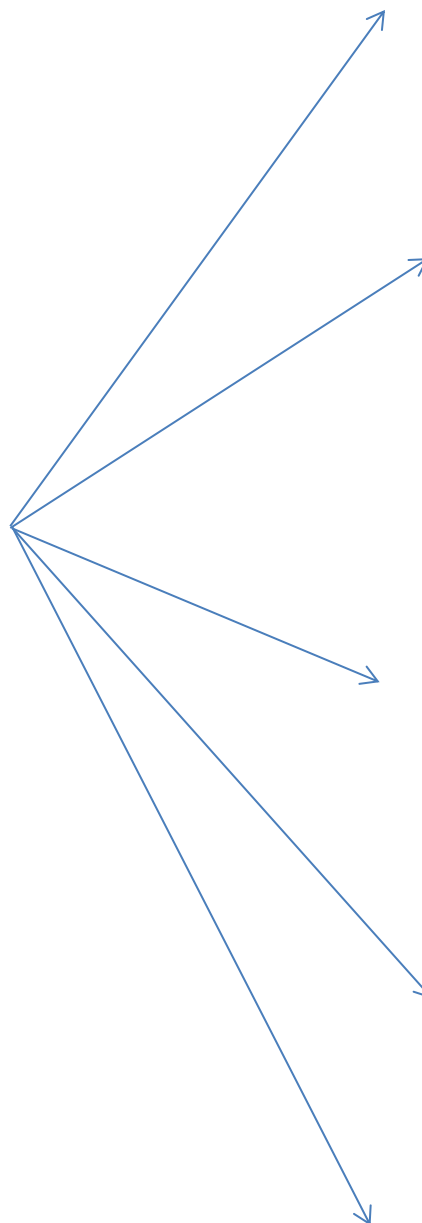
According to Taylor and Bogdan, (1998:105) the interview guide is there to remind the interviewer about certain aspects that should be asked. The researcher can rephrase the questions and decide in which order they should be asked. Probing is done throughout the interview to attain more details and specific descriptions of the participants' experiences. Before each interview the researcher explained to the participant the background of the study and that their experiences about the implementation of the programme were being studied. The participants were relaxed since they were in their own environments and the researcher recorded the interviews with their permission. A very small recorder was used and it placed out of sight where it did not disturb the participants. Each recording was labelled separately and saved on the researcher's computer as advised by Taylor and Bogdan, (1998:113). The researcher transcribed the tapes within a period of six weeks after the interviews. Silverman (2013:209) emphasises that the quality of transcriptions should not be neglected.

4.4.2 Sampling

“Purposive sampling allows us to choose a case because it illustrates some feature or process in which we are interested” (Silverman, 2013:148). A researcher should think critically before choosing participants in order to select those who will be most likely to give answers to the research questions. Clough and Nutbrown (2012:141), confirm that it is important to interview the correct people for a study. In this case the researcher purposively chose not only students but all the stakeholders to be part of the study since they could give insight into the success of the implementation from the point of view of the student, the mentor, and the lecturer. This enabled the researcher devise strategies to overcome any challenges which there might be in the programme.

All information about students enrolled at the university is confidential and may not be used without permission. The researcher requested permission from the North West University to access and use the personal particulars of the students who were enrolled for the Grade R diploma programme in the research programme. The researcher had to sign a confidentiality clause to be granted access to information in terms of the Promotion of Access to Information, Act 2 of 2000, on 11 November 2014, before NWU the information of the participants was released to the researcher (Addendum C). Three students each from Pretoria, Rustenburg, Delareyville, and Cape Town were selected. The names of their mentors were received from the students and they were invited to take part in the research project. The invitation letter (See attached Addendum D) to the research project was sent to the participants via email and followed up with a telephone call. Appointments were scheduled for interviews. The researcher scheduled two interviews per day which gave ample time to the researcher and participant to complete the interviews without feeling rushed.

Researcher interviewed
participants in
four different areas in SA



Pretoria, students n=3
PS1
PS2
PS3
Mentor n=1

Rustenburg district, students n=3
RS1
RS2
RS3
Mentor n=1

Delareyville, students n=3
DS1
DS2
DS3
Mentor n=1

Cape Town, students n=3
CS1
CS2
CS3
Mentor n=1

NWU lecturers Potchefstroom n=4
L1
L2
L3
L4

Figure 1: Participants

4.4.3 Analysis

According to Mertler and Charles, (2011:193) the process of inductive analysis is where a phenomenon is studied as a whole. Not only the data collected from the interviews is used, but also the setting, the participants, and anything else that contributes to the specific context under research. Since a huge amount of data can be overwhelming, a three step process is recommended to do the analysis, namely organisation, description, and interpretation.

The data was collected by interviewing (students n=12, mentors n=4, and lecturers n=4) the different stakeholders involved in the Grade R diploma programme. Part of the organisation process in the study was making transcripts of the 20 interviews. To enable the researcher to make sense of the data it was necessary to reduce the amount of information. This was done by coding each transcribed interview with a few words that summarised what was said. The codes were used to group the data into similar types of information called categories. In the description process the data was then transferred to an Excel spreadsheet, where the categories were developed to group the data together. This was done to synthesise the information. All possible information was taken into account and put into separate columns to utilise in different tables as the research unfolded. The data in the spreadsheets were used in different ways to determine the stakeholders' experiences of the programme which was the third and final part of the inductive analysis.

In any research the collection and interpretation of the data was a very important part of the study. According to Hennink *et al.* (2011:234), qualitative data can be overwhelming because of the large volume of information it contains and often researchers do not know where to start. They describe an analysis cycle where description of the data is the core analytic task, followed by comparison, categorisation, and conceptualization to get to an understanding of the phenomena.

In this study the researcher chose to use the three dimensions of analysis described by Saldana (2011:29), namely description, analysis, and interpretation. According to Saldana (2011:29), a description of the data is rooted in the description itself, to present a "factual" account of the data collected. It is a way of structuring the data to reproduce what was found. Analysis is the systematic expansion of the description, and finding key factors and relationships; going a little deeper than description. Interpretation is when the researcher starts to explain or understand the data. All factors are taken into account to find a broader application and meaning (Saldana, 2011:29). The researcher should decide which data search strategy is going to be used. According to Hennink *et al.* (2011:236), the search can be done by code, topic, subgroup, or analytically. The strategy will allow the researcher to focus on one issue at a time and then slowly build up the analysis. The researcher developed

her own strategy where broad categories were initially used to group the data together. Different categories were then used to describe the data collected. From the first description specific issues (key factors and relationships between them) were detected which were then described again according to which issue was at stake. These were then described again until all the descriptions could be interpreted (See Figure 2).

The verbatim transcriptions of the interviews with the different stakeholders (students, mentors, and lecturers) were tabled separately according to the identified categories. As the analysis progressed, the Excel programme was used to table different data together for further description and analysis.

4.4.4 Triangulation of data

The researcher made use of triangulation of the different types of data to determine commonalities and differences in the stakeholders' experience of the implementation of the Grade R diploma (Schensul, 2012:99). According to Fine, Weis, Weseen and Wong (2003:187), triangulation is a critical element not only in the building up of sufficient data but also in collecting data from different sources. To properly understand the phenomena of the implementation of the Grade R diploma, the data was collected from different stakeholders. Interviews were held with the students currently enrolled, their teacher-mentors, and lecturers. To complete the triangulation, the researcher's own reflections were added. The interpretation and conclusions of the data analysis are given in Chapter 5.

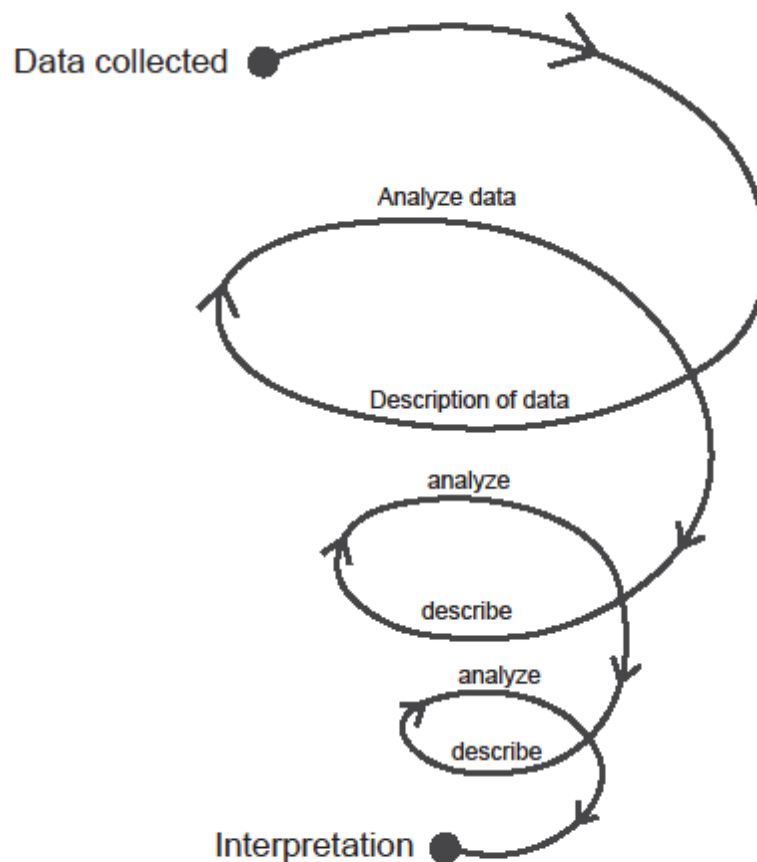


Figure 2: Process of analysis

4.5 Ethical issues in qualitative research

The main ethical issues in research according to Leedy and Ormrod (2014:106), are whether the participants are protected from harm, whether their participation was voluntary and informed, whether their right to confidentiality was adhered to, and whether the researcher was honest with professional colleagues. After getting permission from the NWU Ethical board on 23 October 2014 (Addendum A), the researcher planned the interviews by writing invitation letters to the different stakeholders, explaining the aim of the study. The interviews were then conducted after organising a date, time, and comfortable venue with each of the participants. No sensitive questions were asked in the interviews and no harm was done to any of the people interviewed.

4.5.1 Confidentiality

The personal particulars of the participants were kept confidential by not using their names in the transcripts. Every participant was given a code to separate the information but to honour the participants' confidentiality. Students in Pretoria were coded PS1, PS2, PS3. Students in Rustenburg were coded RS1, RS2, and RS3. Students in Delareyville were coded DS1, DS2, and DS3 and in Cape town CS1, CS2, and CS3. The mentors were coded M1, M2, M2, and M4 and the lecturers L1, L2, L3, and L4. Only the researcher has a list with the names and addresses of the participants who were involved and it will not be disclosed to any person (See the example of the consent form signed by participants in Addendum E).

4.5.2 Privacy

The participants who work full-time were seen in private at their workplaces and those who work part-time were interviewed at home. No physical or psychological harm was done by interviewing the participants. They all understood that participation was voluntary and they all read and signed the consent form. They understood that they could withdraw at any stage of the interview without any consequences should they feel uncomfortable (See attached Addendum E).

To show that the researcher was honest in conducting the research and handling the data, she kept close contact with her study leader and was open in all her planning and execution of the research. No information was fabricated. Since the areas visited were not close to the researcher's home, arrangements were made to travel and stay over while conducting the different interviews.

4.5.3 Validity

Validity deals with the extent to which the collected data accurately measures what it intends to measure (Mertler and Charles, 2011:199). It is important that the researcher takes precautions to eliminate different explanations for results observed. This can be done in different ways. In this study the researcher made use of triangulation, (See 4.4.4), in other words making use of multiple sources of data to support the validity of the study. Data was collected from students, mentors, and lecturers and then used as a whole together with the reflections of the researcher.

Interviewing the stakeholders in real-life situations at their places of work and home, contributed to the external validity of the research project. According to Leedy and Ormrod (2014:105), external validity is the extent to which the conclusions drawn can be generalised to other contexts. A representative sample of stakeholders was interviewed from both urban

settings and rural areas. One participant was older than 30 years and one younger than 30 years. The fact that some participants work full-time and others part-time, was taken into account. In total 20 participants were interviewed.

4.5.4 Trustworthiness

Trustworthiness is according to Mertler and Charles (2011:199), the accuracy and believability of the data. One way to achieve trustworthiness in a study is by the use of triangulation, which the researcher did in this study via the inclusion of more than one source of data.

4.5.5 Benefice

According to Hennink *et al.* (2011:64), it is important to consider who will benefit from a study. Ethical issues may arise if it is expected from the participants to share sensitive information when only the study community will benefit. In this case both the university and the students will benefit from the outcome of the study. The university will have the opportunity to explore the challenges which the participants identified and consider the possibility of implementing some of the proposed strategies. The participants were able voice their challenges and felt relieved that they could share them with an interested party. When the university has time to implement some of the recommended strategies, the participants will once again by having some of the challenges reduced. In this case it is a win-win situation.

4.5.6 Justice

Another ethical issue to consider is justice in a research project (Hennink *et al.*, 2011:64). The study population should not be exploited and the participant should know exactly why they are part of the group. Before the participants signed the consent forms, the researcher explained the nature of the study. It was made clear to them that they could withdraw from the study at any time.

4.6 Conclusion

The methodology as understood in the literature review was described in Chapter 1 and in Chapter 4 the relevance of the methodology for this study was discussed. A phenomenological approach was used with a qualitative research design, and the data was gathered via interviews with 20 selected participants. The participants represented the stakeholders involved in the Grade R diploma namely students, teacher-mentors, and lecturers (See 1.5.2.5 and 4.4.2). In the next chapter the data is analysed and interpreted to enable the researcher to make recommendations.

CHAPTER 5: RESEARCH FINDINGS

5.1 Introduction

In Chapter 4 the methodology used in this research project was described in detail. In this qualitative research design, phenomenology was used to research the stakeholders' experiences of the implementation of the Grade R diploma programme of the NWU. The stakeholders who participated in the study were enrolled students (n=12), teacher-mentors (n=4), and lecturers (n=4). The aim was to collect empirical data regarding the implementation of the Open Distance Learning Grade R diploma of the NWU.

The purpose of the study was firstly to explore and describe the challenges experienced by the stakeholders in the implementation of the diploma, and secondly to determine the most viable strategies to overcome the challenges.

5.2 Background to the study

In this chapter the research findings are described. The ethical guidelines of the NWU were followed in the selection of the participants and their identities were kept confidential (See Figure 1). The stakeholders interviewed at four different centres were twelve Grade R Diploma students, four teacher-mentors, and four lecturers. T

The NWU has 52 distance education centres in South Africa and Namibia. There are facilitators at the centres where the Grade R diploma is presented. As soon as students register, they receive an Information booklet which explains the programme and the way ODL functions. The booklet explains to the students that they have access to a call centre which is the administrative department where they hand in their assignments, make appointments with the lecturers, and obtain assistance with administrative problems.

Every student should have a mentor at the school where he or she is doing her practicals. The mentor gives support in presenting the lessons as well as preparing assignments. The NWU has a mentorship programme in which teacher-mentors are trained about what is expected from them. Not all the current mentors have completed this mentorship programme.

Two urban settings were visited, namely Pretoria and Cape Town, and two rural settings namely Delareyville and Rustenburg. Semi-structured interviews were confidentially conducted to protect the participants and enable them to speak freely about their experiences of the implementation of the Grade R Diploma programme. The semi-structured interviews were held with the help of interview guidelines (See addendums F, G, and H).

In order to answer the research question (See 1.3) an Excel programme was used to group the data received from the semi-structured interviews (See Chapter 4) in different ways to describe the experiences, interpret them, and make meaning of the data. In the tables the verbatim comments of the participants are represented under **Snippets** in cursive writing (See Addendum I). The comments in brackets are written by the researcher to clarify what the participants meant. The columns **Student**, **Mentor**, and **Lecturer** contain the codes assigned to different participants. The **Work** column indicates whether a participant is working full-time (FT) or only part-time (PT). The column **Age** indicates the ages of the participants as younger than 30 years (<30) or older than 30 years (>30). The column **Knowledge** indicates whether a participant had any academic knowledge prior to the Grade R programme (PK), or no prior knowledge (NPK).

Two of the four interviewed lecturers are permanently involved with the Grade R diploma. The other two only facilitate one subject and are involved in other ODL courses as well. With the help of an Excel spreadsheet, in tables shown in the Addendum, P indicates if they are involved in the whole programme, and S if they are only involved in one subject. It is also indicated in the tables whether a lecturer has a specific ECD background (ECD Yes if they have, and ECD No if they do not). The lecturers' identities are kept confidential under codings L1, L2, L3, and L4. Since the lecturers are very involved with the content of the programme, they gave positive and negative feedback on the content and commented on the application of theory and practice.

The interview guideline directed the answers towards four categories that were also derived from the literature review, namely course accessibility, communication, collaborative learning experiences, and the use of technology. In the interpretation of the data another category emerged, namely content. These five categories were used in the initial description and discussion of the data. From the descriptions new tables were grouped together to enable the researcher to assess the phenomena from different angles. Descriptions of the data and analyses were repeated until all the categories and themes emerged and interpretations could be made (See Figure 2). Direct quotes were taken from the tables to support the categories and themes in the description of the data.

The interviews of the different stakeholders (students, mentors, and lecturers) are interpreted in Chapter 5. A combination of the challenges and viable strategies which were voiced, are grouped together and described. Figure 3 illustrates the final process of interpretation and recommendations, and is described in Chapter 6.

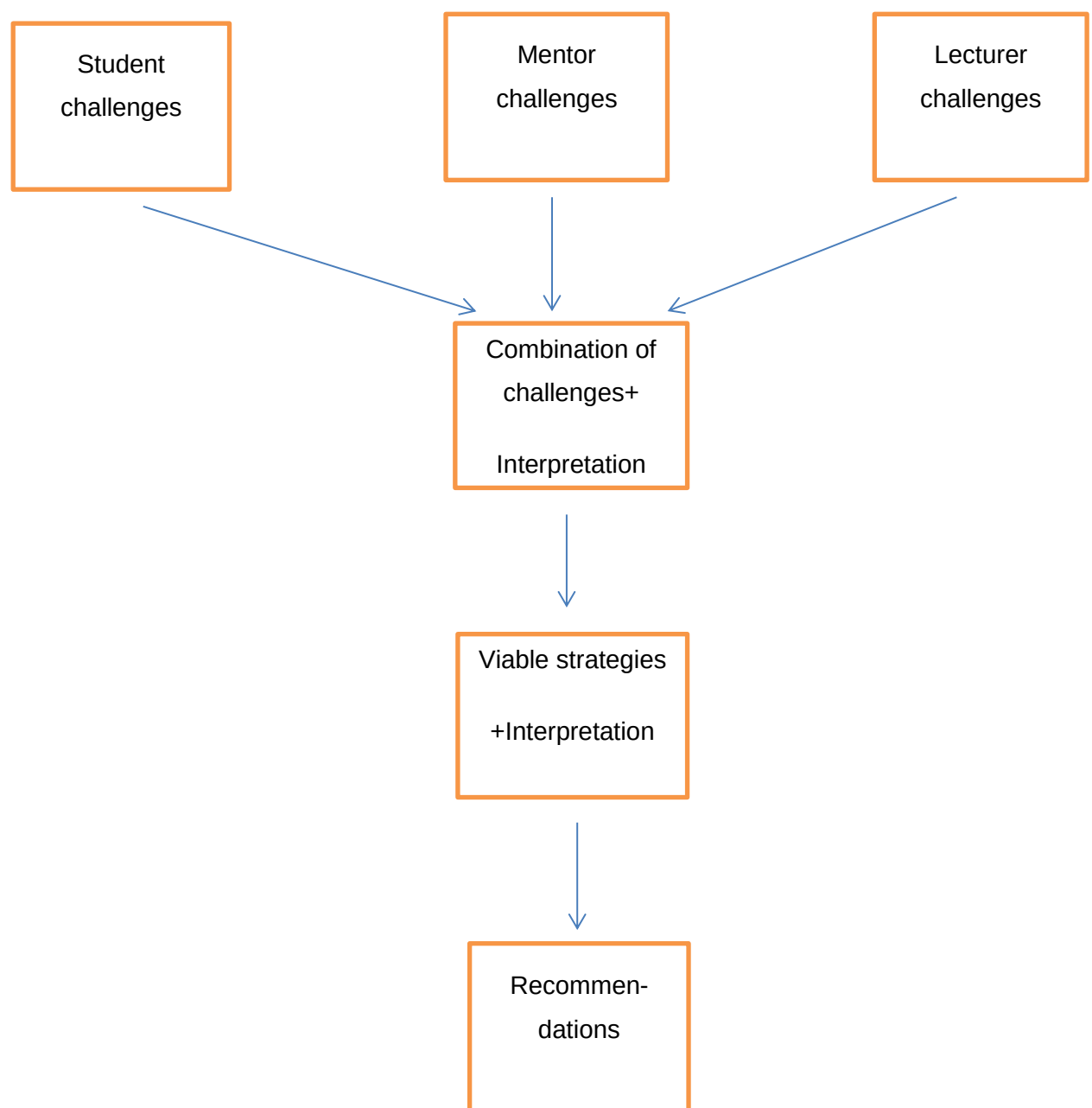


Figure 3: Processing of challenges

5.3 Discussion of data received from participants

5.3.1 Course accessibility

In the question about course accessibility, the students were asked why they chose ODL and not on-campus studies, how they experienced their studies, what kind of challenges they encountered, and how they managed their time schedules. The mentors and lecturers were asked how they experienced the implementation of the Grade R ODL programme, which

challenges they experienced according to course accessibility, and whether they observed any challenges encountered by the students (see Addendums F,G, and H).

All the student participants were positive about the distance learning mode of delivery.

“... because I am working during the day and that is how I get the finance to pay for my studies” (DS3, Table 2).

“I am working full-time and cannot attend on-campus classes” (PS3, Table 2).

“...ek het verkies om dit “distance” te doen dalk omdat ek tydelik ook kan werk en ondervinding kan opdoen” (RS1, Table 2).

According to Lecturer 2 the course accessibility of the programme gives people the opportunity to better their qualifications. *“... mees wonderlikste ding wat kon gebeur het as mens dink hoeveel onderwysers is daar wat nie opleiding het nie...So ek dink die graad R opleiding wat die studente gaan kry hierso gaan vir hulle deure oopmaak”* (L2, Table 28).

5.3.1.1 Cost

“ODL is the cheapest option” (PS3, Table 2).

“Dit sal ook finansieel baie erg uitwerk” (RS2, Table 2).

“ODL is the cheapest option” (PS3, Table).

“Dit sal ook finansieel baie erg uitwerk” (RS2, Table 2).

Accessibility of the programme was the overall category in which the answers were grouped. The themes under this heading were cost and distance. Five of the twelve participants mentioned cost as one of the factors why they chose to study via distance education. Six participants chose to study via distance learning because they are working and need the income.

Even the lecturers were positive about the accessibility of the programme: *“Yes and I think it was a good idea to start that (the Grade R diploma) because not everybody can afford to be a full-time student though they do need qualifications”* (L4, Table 28).

5.3.1.2 Distance

Two participants study via distance education because they are not ready to leave home, and four mentioned that they have families to look after.

“... ek het mos ’n seuntjie - van die huis af leer en ek werk mos dan sal ons mos nou albei baat” (RS3, Table 2).

“Ek het verkies om dit “distance” te doen dalk omdat ek tydelik ook kan werk en ondervinding kan opdoen” (DS2, Table 2).

“I have two children. I have to maintain them” (RS1, Table 2).

“I am a committed mother as I told you. So I don’t have enough time to go into classes” (CS3, Table 2).

All the participants experienced the accessibility of the programme as positive. The fact that they can work while studying allows them to continue caring for their families and renders the studies cost effective. There were no negative comments about the accessibility of the programme.

5.3.2 Collaborative learning experience

Under collaborative learning experience the participants/students were asked how they experienced the different assignments, what impact the collaborative learning experience had on their classroom practice, and how their classroom practices had improved since they started with the ODL Grade R diploma. The mentors were asked to comment on the students’ ability to put theory into practice, and the lecturers to comment on challenges that they or the students encountered during their collaborative learning experiences.

The overall category which groups together what the participants experienced about knowledge gained in the programme, is collaborative learning experiences, and the themes are application of theory, student-lecturer relationship, student-mentor relationship, student-school relationship, and student-student relationship. Under application of theory the participants were asked whether they could apply the gained knowledge.

The lecturers were interviewed on their opinions of the collaborative learning experiences of the students. There were both positive and negative comments and they are of the opinion that the students learn much more when they learn from each other (See Table 29).

The content of the Grade R diploma is meant to be very practical since students need to apply their knowledge. Lecturer L1 commented that the students struggled to bring theory and practice together in her subject. Although she did not have an ECD background, she used the more experienced students in her group to explain to their peers how her subject knowledge could be applied. Lecturer L4 commented that the students gave examples during class which showed that they could bring theory and practice together in her subject. One student in particular who had been negative had become very positive about implementing

what she had learnt. Lecturer L4 was also of meaning that the mentors would be able to assist the students with the practical side of the teaching.

All the lecturers complained that students do not ask questions during whiteboard sessions; they experience one-way class situations where the lecturer gives the lesson and the students listen. They would welcome two-way lecturer student relationships.

Lecturer L2 commented that students develop and that second year students ask more questions than first year students. “... *Ek dink so. Maar soos wat die student ontwikkel, die eerstejaars sal bv. minder vrae vra as die tweedejaars*” (L2, Table 29).

Lecturers L3 and L4 said they have too many students to initiate contact with them and they only respond to emails sent to them. They find their relationships with the students as positive but lecturer L4 admits that she does not know anything about the students who do not contact her. “*I don’t know about those who didn’t attend ...*” (L4, Table 29).

The lecturers are positive about peer groups, and according to them student-student relationships have a positive effects on student studies. The level of communication between the university, lecturers, mentors, and students were also researched.

Regarding contact with fellow students:– “*Ek voel hulle is bietjie afgesonder - Hulle leer regtig baie by mekaar... ...meer groepwerk wees waar die studente met Whatsapp groepies kan bymekaar kom*” (L3, Table 29).

5.3.2.1 Application of theory

One participant mentioned that her prior knowledge gained through UNISA Level 5 studies helped her to complete her assignments in the Grade R diploma programme. All the participants were positive about taking the new knowledge gained from the Grade R programme and applying it in the classroom. Six participants specifically mentioned that the knowledge helped them to improve the standard of their teaching. According to three participants, completing the assignments helped them to prepare for the exam. The gaining of new knowledge helped three participants to combine new theory with the practice they already had, and they felt very positive that they would be able to use it in future and in fact already started to apply it (See Table 3). The following are examples of application, including a student who managed to apply new knowledge to teach a child how to cut with scissors:

“*Die seuntjie kon nie knip nie. En hy kan nou bietjie beter knip*” (CS3, Table 3).

“*Want kyk, soos daar’s baie goed wat mens nie verstaan nie, maar as jy na die whiteboard session gekyk het oor daai spesifieke ding, en dan sal jy agterna besef, ...*”(CS1, Table 3).

"When coming to the pencil grip. I have learnt a lot I didn't know before. I have discovering a lot Mevrouw" (PS3, Table 3).

None of the participants were negative or said they could not use the information gained from their studies.

5.3.2.2 Student-lecturer relationship

Only the participants from Pretoria specifically mentioned the relationships between them and the lecturers.

"Hulle sê presies hoe moet jy doen. Dit is so mooi uiteengesit, so asof hulle dit presies vir my geskryf het" (PS2, Table 4).

"Dit het nie dramaties verander nie" (PS1, Table 4).

One of the participants was neutral about the knowledge gained from the lecturers and its impact on the integration of theory and practice. One participant was positive and found the knowledge gained was a confirmation of prior knowledge, and two others felt that they could personalise the knowledge.

5.3.2.3 Student-mentor relationship

From the 29 comments made by the participants 20 of the comments were made about regular contact with their mentors and that participants have positive relationships with them.

"In everything she assist. She is trying for her best" (PS3, Table 5).

"Sy (mentor) het my al baie genooi. Sy was bereid om my te help" (RS1, Table 5).

The participants perceived the mentor contact as helpful and felt that the mentors were trying to assist them in everything they did. Two participants did not have regular contact with their mentors, and one participant was very negative about the mentor because the mentor did not understand the Grade R programme.

"... problem is that the teachers, eh, the mentors at school some of them it seems they don't understand too much of the Grade R program" (DS2, Table 5).

Five comments from three participants indicated that although they were positive about their mentors, they experienced that the mentors were too busy to assist them with regular guidance.

"Ek het baie goeie kontak met haar (mentor) hoewel dit baie moeilik is vir haar om uit haar klas uit by my en Juf. A te kom insit" (PS2, Table 5).

All the teacher-mentors were positive about assisting the Grade R diploma students in their schools. In the teacher-mentor interviews the theme of student-mentor relationships was

prominent under collaborative learning experiences. The mentors played a supportive role and the students learnt from them. The transcript can be seen in Table 23.

“Eh ek voel nogal geëerd om om vir mense te kan help waar ek nou ondervinding van het en vir my voel dit omdat ek ’n passie het vir onderwys ook is dit vir my, man, as die persoon net kan deur die ding kom om suksesvol te wees” (M3, Table 23).

Mentor M2 mentioned there was a mentoring course in the ACE programme which she was studying and which helped her very much. Challenges mentioned by the mentors were that the students sometimes wait too long to ask for assistance. They need guidance with the planning of lessons and they need overall support.

“... the school is positive about it (having students)” (M2, Table 23).

The mentors’ roles according to them were to support the students in issues such as organising leave, receiving guidance, being empowered, and becoming the best practitioners possible.

“My role is only to mentor him and to help him so that in future he can be a good teacher, a good practitioner and she can be a qualified educator” (M3, Table 23).

“Eintlik is dit maar ’n ondersteunende rol” (M1, Table 23).

“... nog nie sy het die ding van totaal onafhanklik werk onder die knie nie” (M1, Table 23)

5.3.2.4 Student-school relationship

Five participants specifically mentioned that they felt very positive about the schools where they do work integrated learning.

“Die praktiese inligting kan ek hier kry” (PS1, Table 6).

“I can see that I have improved. Yes it did. It changed a lot” (RS3, Table 6).

Participant CS2 is allowed to do her internet searches at school and download any information that she needs from the school’s internet. The participants find the schools places where they can gain practical knowledge. Participant RS3 felt that she had improved since being at the school, and DS1 gave as an example that she learnt how to treat the children at the school where she works.

5.3.2.5 Student-student relationship

Nine of the participants had regular contact with their peers. They were spatially far from each other but managed to connect with the help of their phones and Whats-App groups.

One participant (RS2) had a good student-student relationship until the friend cancelled her studies. This participant misses the opportunity to learn from another student.

One participant did not have contact with other students at all, but said that she would welcome the opportunity.

“As ons net almal by mekaar kan sit” (PS2, Table 7).

Participants see their student-student relationships as collaborative learning experiences when they do assignments and when they study for exams.

“Ek weet toe ons geleer het ook, dan sit ek hier en dan dink ek dat ek net gou by haar hoor of sy nie gou kan help

nie” (RS1, Table 7).

“And we correspond each other. If we struggle, then we correspond” (CS2, Table 7).

Participant PS3 had contact with one other student who was working at the same school. She did not have a need for more contact, while her colleague (PS2) felt that she would benefit from a study group with more students, to discuss the work.

It was decided to analyse why some participants are more positive about their relationships with peers than others, by grouping the data in a table according to the age of the participants. The researcher used Excel spreadsheets to group the students into the theme student-student relationship according to their age (See Table 8). It is clear that the students who are younger than 30 years all have or had good contact with their peers and that they find the relationships a positive learning experience. Although all but one of the students older than 30 years had a need for study groups, time and distance was a restriction. The younger group overcame this problem by initiating WhatsApp; utilising technology to make contact with other students who were not necessarily close to them.

To conclude it can be said that all the participants were positive that they could apply the knowledge that they gained in the Grade R diploma. By studying the number of comments made about their mentor relationships as well as the relationship with their fellow students, it can be concluded that these are the two most important factors in their collaborative learning experiences in the programme during the year. The participants were also very positive about their collaborative experiences with their lecturers. They were equally positive about their mentors but mentioned that it was a challenge to spend enough time with them since the mentors have a very full programme.

The most positive theme to emerge was that of student-student relationships. Although some of the older participants expressed the need, it is the younger students who easily initiate collaborative learning with their peers through WhatsApp groups.

5.3.3 Communication and interaction

The students were asked what kind of language challenges they encountered, whether they could contact their lecturers and mentors, how they experienced the contact with them, and whether they received adequate guidance during the white board sessions from the lecturers. The mentors and lecturers were asked to comment on any challenges which they or the students encountered in communication and interactions with each other.

Comments on the experience of interactive communication between the participants and the university (lectures, administrative staff, and other students) were grouped under the theme of communication. The themes under communication were coded as follows: Communication:- initial information; Communication personal feedback: positive; and Communication personal feedback: negative.

"I think the implementation was a hiccup for us as schools eh because we didn't have mentors for that area specific ... when the ... the programme started to unfold we didn't experience so much challenge ..." (M2, Table 24). (They encountered the problem before they understood what is expected of them).

Mentor M4 meant that her student would benefit from communication with other students. She felt that the student was very isolated and needed the support of a study group.

"Ek dink sy het miskien omdat sy alleen is, het sy nie, kon sy nie gekommunikeer het met iemand en gevra het. Want kyk as twee studente mos met..."

Although the lecturers felt that they had good relationships with the students, they realised that some students did not know what to expect. According to lecturer L2, the students were informed about the programme and what to expect on the first contact session. The students however did not perceive the initial communication as adequate. In addition, not all the students attended the first session since they did not read the booklet and therefore did not know how important the first session was. Lecturer L4 was of meaning that the first contact session should be compulsory to assist with orientation. *"Maar wat ons doen met ons eerste kontakssessie verduidelik ons ook – algemene kontakssessie wat vir hulle alles mooi weer verduidelik"* (L2, Table 30).

"I don't know how it can be done but if maybe it could be made compulsory for all the Grade R students to attend at least the first session - cause sometimes they are really lost and this material ..." (L4, Table 30).

Lecturers L3 and L4 remarked that the students did not know how important the Information booklet is. The students did not read it thoroughly and many mistakes were made because of

this. *“Wat ons wel opgetel het, is dat hulle nie soos die Inligtingsboekie, nie gesien het as ’n belangrike dokument nie”* (L3, Table 30).

During the period that this study was conducted, the lecturers already acted on the lack of initial communication that the students perceive from the university by changing the format of the information booklet from A5 to A4 size. A CD was also made with information about work integrated learning which is usually only conveyed in the first session. The lecturers have been proactive about rectifying communication problems which they encountered during the first year (See Table 30).

All the lecturers commented that they do not have communication with any of the mentors. They also did not know whether the mentors would like to have contact with them. It is suggested that the mentors play a bigger role in the Grade R diploma; they are only used to assess the students and there is no regular communication between them and the lecturers. *“I have not had any contact with any mentors. I don’t even know who are the mentors”* (L4, Table 30). According to lecturer L3, the mentorship programme was very generic but would be changed in the future to focus more on Grade R teaching.

Lecturer L1 felt that she had positive contact with her students which mainly took place via email. Throughout the research it was observed that the students who were able to contact the lecturers and/or each other, did not have communication problems. The question was, what about the students who did not have regular contact with lecturers and/or each other? Did they experience a need for communication and was the lack of communication caused by technical challenges?

5.3.3.1 Initial information

There were 18 comments which related to the initial information received from the university. Only one participant commented that the content was difficult and that she did not know what was expected from her. She struggled to know where to start.

Students from Pretoria, Delareyville, and the Rustenburg district commented that there was no initial explanation on how the whiteboard sessions worked. The result was that they could not use the technology as they were supposed to, and did not benefit from the sessions as they should have.

“I struggled with the Whiteboard sessions. It was my first time attending the Whiteboards” (PS3, Table 9)

“You know, because it is our first year, they should have explained to us. You can read the book nê, but you don’t understand what exactly what they are saying here” (DS1, Table 9).

“... but there is somewhere then you need to ask a question. Then I don’t know how to do it, how will I ask a question now, do I have to... stop this machine or do what. That one was a problem” (RS3, Table 9).

“Vir iemand wat nou net moet begin is dit nag want jy weet nie wat daar aangaan nie” (PS1, Table 9).

One participant said that the pink information booklet helped her to determine what to do and when it should be done. Another participant commented that although she had the information booklet she did not know how to read it and needed more guidance. Three participants commented that they were not clear on whom to phone or email when they had questions such as whether their assignments had been received. Participant CS1 phoned to confirm what was said in the information booklet and then the administrative staff gave her the wrong dates to hand in her portfolio because they mistakenly thought she belonged to the second intake. The result was that she only had a week to complete her first portfolio. Two participants said that the lack of proper initial communication resulted in them not knowing where to attend the whiteboard sessions or when they would be broadcast. Both these participants are located in Delareyville and had to attend whiteboard sessions in Vryburg or Lichtenburg.

One participant did not know how to access her timetable, which resulted in her not writing exams.

According to participant PS1 the university initially said that she needed to have a mentor at her school but that it only came to light later that the mentors needed to go for training. She would have liked to have had the information beforehand.

Mentors M3 and M4 commented that they did not know what to expect. The initial communication between the schools, mentors, and university was not very clear. As the programme unfolded the mentors were able to see what was expected from them (See Table 24).

To conclude it can be said that although the participants had access to the information booklet, it was not clear to them who should be contacted with what kind of problem. The information seems to be overwhelming and guidance is needed to understand where to start and how to “read” the booklet. The initial explanation of how the whiteboard sessions work was seen as very important since the lack of it resulted in students not interacting in the lectures. Students who live far from the whiteboard centres were not always sure where and

when to attend and thus missed the opportunity to attend because of administrative problems.

5.3.3.2 Communication personal feedback - positive

The participant who attended the whiteboard sessions in Cape Town (Parow centre) gave positive feedback about her interaction with the lecturer during the sessions. There was a facilitator at the centre who assisted her by asking the lecturer to speak louder, and the facilitator opened an account for her so that she could access the sessions in her own time again. All twelve participants gave positive feedback about their communication with the lecturers. They commented that they could reach their lecturers when they had queries, and they received phone calls or an SMS back if they left a message at the call centre. The lecturers were also able to give them quality guidance in communicating with them or presenting a whiteboard session. They experienced the lecturers as helpful and friendly (See Table 10).

"I am positive now. Cause I got feedback and I get help" (CS2, Table 10).

"Ek het dit gepos. En hulle het dit vinnig terug gestuur ook" (CS1, Table 10).

"Ons het 'n navraag ingestuur en dieselde dag nog terugvoer gekry" (RS1, Table 10).

Most of the participants chose to use email as a way of communication and were satisfied with the feedback they received from the lecturers although it sometimes took a few days.

Participant CS2 was very proud to say that she received positive feedback from her mentor. She valued the communication between them when the mentor gave her verbal praise as well as the opportunity to take responsibility of the class and teach on her own. Two participants from different centres said they had a need to communicate more with their peers and would use the opportunity to attend study groups should there be any.

5.3.3.3 Personal feedback - negative

Table 10 shows that the participants were positive about their communication with the lecturers. They do however mention in Table 11 that there was a time lapse to get feedback from the lecturers. Students were asked to make appointments or send requests to contact the lecturer at the call centre. According to participant PS1 an emailed question can take up to three days before it is answered.

Four participants were negative about their interaction with the lecturers in the whiteboard sessions. According to them there was no facilitator to assist them if they wanted to ask questions and the schedule was so full that there was no time left for discussion. They felt

the whiteboard was rushed and there was no time to ask questions about what they did not understand. Their need to speak to the lecturer is clear in the remark of participant DS3: *"You don't have a teacher to talk to..."* Participant RS3 also had a need for more communication: *"You feel that you need the lecturers here sometimes"*. Their need for communication after the session could not be fulfilled.

"Nee nie regtig nie maar soos nou met die laaste take het ek net twee terug gekryf" (CS3, Table 14).

"Ek email 'n vraag en dan kry ek die antwoord dalk drie dae daarna terug" (PS3, Table 14).

Participant PS2 was very negative about the fact that she received different exam scopes to that of some of the other students. According to her she studied the general scopes and then the lecturer gave more detailed scopes to some of the students but did not send them through to all of them. The result was that she spent a lot of time studying irrelevant information. There were five negative feedbacks on communication about the assignments. The students also experienced many postal challenges during the year and several assignments were not received at the administrative section. The participants expressed a need for confirmation when their assignments were received at the administrative offices. The participants also commented that they only received some of their assignments back. Since contact with lecturers is minimal in distance education, feedback is highly valued.

Four participants had challenges communicating with the call centre; not knowing who to contact and not receiving feedback. These participants (RS3, PS3, PS2, and DS3) are all older than 30 years and their ability to use technology will be assessed in the discussion of Table 19 and Table 20 (See 5.3.5.5).

It seems that although the students received an Information booklet with their study material, it was not always clear to them how to read it and benefit from the instructions. The participants used mostly email to contact their lecturers and they were mostly positive about the feedback although it could take several days. Negative feelings were expressed about whiteboard session experiences since the students were not able to interact with the lecturers. Communication with the call centre and the administration office at NWU were also rated negative since the participants did not know who to contact and some of their assignments were lost resulting in feedback that came too late.

5.3.4 Content

Although it was not initially one of the categories, the participants enjoyed their studies and spontaneously gave feedback on the content of the programme. The information included in

the tables show whether they were working full-time or only part-time on their practicals, whether they had prior knowledge, and their ages.

According to the mentors the Grade R diploma is a good programme with a strong academic base which empowers students.

“Hierdie program is regtig ’n baie goeie program. Baie stewig akademies” (M4, Table 25).

“It is very good and it also gives him the power to be a good teacher” (M3, Table 25).

They felt that the students were able to bring theory and practice together and that the practicals helped them to understand the work. Mentor M2 mentioned that *“this Grade R thing was never in schools when we started”* (M2, Table 25). In Table 25 she also mentioned that she only understood what the programme entailed after it started. She thought it would be difficult but found it not so challenging.

Lecturers L2 and L3 commented that the content of the Grade R diploma is clustered together in such a way that the theory and practice can go hand in hand. They were very positive about the programme. Since this study started the lecturers had already filled the gaps which they found in the content by planning to send the study material quicker to the students and by making a DVD about the requirements for the portfolio.

“... sy het met ’n heeltemal baie goeie skool perspektief ingekom..... goeie balans - ook hoe die program gestruktureer is” (L1, Table 28).

The lecturers were aware of the fact that the students experienced the WIL and completion of the portfolio as a challenge. *“Ek dink baie van hulle sien baie op teen die WIL want baie van hulle is persone wat voltyds werk en hulle moet dan verlof insit”* (L3, Table 28).

Lecturer L3 remarked that the programme started very suddenly and that all the administrative tasks had not been not done yet. She would have like to brainstorm the implementation a bit more and would have liked to orientate the lecturers without ECD background to the Grade R setting.

Both lecturers L1 and L4 who did not have ECD backgrounds, were positive about the Grade R diploma. It was the first time that they lectured to first-time students; they usually lectured teachers enrolled for extra qualifications. Lecturer L1 said she had to orientate herself in working with a younger and less experienced group. She found that the students struggled with some of her assignments and had to add an extra session to help them with the completion. *“Dat ons later ’n ekstra sessie gehad het waar ek ’n vorm ingevul het met rooi om*

vir hulle te wys hoe dit lyk. Hulle is ja ek is nie seker of is dit te moeilik of is dit te wat nie" (L1, Table 28).

Having two intakes in a year was also an adjustment for Lecturer L1, since she has subject that runs over a year and thus has two groups at different stages in the programme. Lecturer L3 commented that although the workload was high, the content was not difficult but the students had to prepare before they attended classes.

5.3.4.1 Work volume high

Eleven comments under the theme of content were categorised as high work volume. Four participants commented that the work was too much and three said it was very difficult. The three participants that did not have any prior knowledge before starting the Grade R diploma specified that they struggled with the modules, implementation of the work, and how to write exams. All the students had to focus on time management to get their assignments done:

"The RWIL is a lot of work. It is too much work" (PS3, Table 12).

"... my second semester was very very difficult. The assignments were difficult" (DS3, Table 12).

"...die werk is net te veel. Maar ek ... dit was vir my regtig baie baie" (PS2, Table 12).

No comments were received from participants who worked part- time about high work volume.

Mentor M1 was under the impression that the workload was very high and that the students also had families to look after while they were studying. She also had her own class and felt that this class was neglected because she often needed to be with the students to evaluate their lessons.

"... druk baie werk (par.1)... vir my is dit tyd ... dit vat nogal tyd omdat dit 'n groot hoeveelheid lesse is" (M1, Table 25).

According to Lecturer L3 the program was too full to allow communication during the whiteboard sessions. "Maar ek dink die interaksie gedurende die witbordsessies is nie haalbaar nie want die tyd is te kort, die sessies is heeltemal te kort - dit word 'n eenrigting sessie" (L3, Table 28).

5.3.4.2 Feedback content - positive

Five of the participants who commented that they were positive about the programme, that they enjoyed it and could implement it, also said that the completion of assignments helped them to prepare for the exams. None of them had prior knowledge before starting the Grade R diploma and found the information new and exciting.

"I enjoyed it (par.66). Jo, I am happy madam..." (DS2, Table 13).

The participants who had knowledge prior to the programme commented that the assignments were easy and participant RS3 said it felt like revision of her Level 5 studies. Six comments indicated that the programme was enjoyable and of good quality. Two participants commented that the content of the whiteboard sessions contributed to their positive experiences of the programme and one said if you prepared for the sessions you would not experience any problems. Participant PS1 who had knowledge prior to the programme, commented that in some cases the content was spoon-fed and that it was not difficult at all.

5.3.4.3 Feedback content - negative

Of all the negative comments made about the content of the Grade R diploma programme only one came from a participant under the age of 30 years. Four of the older participants even had feelings of despair using words such as "nightmare" and "felt so alone". Although participants DS3, DS2, RS3, and PS2 all had prior knowledge such as Level 4 and 5, they are first time students at the university. They found the workload tiring and difficult when they started with the programme. Participants CS1 and DS2 struggled with mathematics and Setswana respectively and needed more guidance.

"... die prakties is my ondergang" (PS2, Table 14).

"...because in a day we will start 9:00 o'clock until 14:00 o'clock but when it comes at 11 o'clock you are already tired..." (DS3, Table 14).

All the full-time working participants commented on the fact that the workload of the programme is very high and that they needed to practise time management to cope. It was clearly the students older than 30 years who found the adjustment to the programme at the university the most difficult. The participants younger than 30 years are able to address a difficult situation in good time and find a solution. The older students eventually adjusted and found the second year not as difficult, since they then knew what to expect. Students with knowledge prior to the programme found the content easier.

5.3.5 Technology

The participants were asked to comment on how they experience the use of technology in the implementation of the Grade R diploma and whether there were challenges such as the use of the internet, telephone, airtime, and transport. Themes under technology were coded as technology-administrative, technology-cost, technology-hardware, technology-language, and technology-personal positive, and technology-personal negative. Many of the participants' challenges lay in these categories and will be highlighted in the discussion of Table 17, Table 19, and Table 20 (see 5.3.5.3 and 5.3.5.5).

Although the mentors are overall positive about the programme, they mentioned some technical challenges. According to them the programme is costly since they need airtime and money for transport to attend the whiteboard sessions. Problems also occurred with the post office and the sending and receiving of assignments. An important factor is that not all the students are technically advanced and able to use the internet.

"... It is costly ... (the student) she is not employed (working as volunteer)... voluntary basis to get some practical" (M2, Table 26).

"Juf. A het bietjie van 'n probleempie" (M1, Table 26). (Sy is nie tegnologies vaardig nie).

"She is having a problem with that of emails. Because it needs money and also ... No the school is not having the internet and also the school is not having the landline. We are using the cell phone (par.14)" (M3, Table 26).

Not all the lecturers are aware of the technical challenges that the students struggle with. According to lecturer L2 the technical team of the UODL is excellent and the whiteboard sessions give the lecturer an opportunity to have interactive communication with the students. She does admit that the centres where there are facilitators are more interactive than the ones without facilitators. She is under the impression that many emails and phone calls are received about the programme and that most students have internet access through their phones (See Table 31). However, this is clearly not the case, since many students do not have internet access and do not understand computers.

According to Lecturer L2, the students can retrieve the information from the internet if they miss a whiteboard session. *"So hulle kan dan enige tyd in hulle vryetyd dit gaan aflaai en daarna kyk"* (L2, Table 31).

Lecturer L3 has a more balanced view of the possible technical challenges faced by the students. She acknowledges that the whiteboard session broadcasts do not always work, and that there are students who complain that there is not always a technical person

available to assist them. She is aware of the fact that some students have a technology fear and suggested that this can be rectified with a short course during a school holiday.

“Baie van hulle het ’n tegnologie vrees - met afstandsl eer is dit ’n baie belangrike ding. Hulle moet dit kan doen... in so programmetjie as mens nou so vakansie skool het” (L3, Table 31). She is thinking of a solution to help the students.

According to lecturer L1, it was usually the younger students who contacted her and they used emails instead of phones. She did not encounter any problems with late arrival of assignments. Lecturer L4 was not aware of any technical challenges since all the assignments she received were typed.

The lecturers had a positive attitude towards receiving feedback from the researcher and already started to address some of the challenges.

5.3.5.1 Feedback technology - administrative

Two participants complained that the administrative department informed them their assignments got lost. Later they received feedback that the assignments were found. This mistake from the administrative department resulted in participant DS3 not receiving her timetable. Participant RS2 said she was very stressed when they phoned and said her assignment was lost.

Two other participants followed up on the handing in of their assignments, for which they had written confirmation that it was received, only to be informed that it was never received. They thus had to resend their assignments but since it was already past the deadline participant CS2 could not get permission to write exams. Due to this administrative error, she had to redo most of her subjects in the next year.

Participant CS1 does not want to use the call centre again. She received the wrong information from them and said she would rather use the information booklet in future.

(Het jy nie die Call centre gebruik nie?): *“Hm-m. (nee) Glad nie want dis waar ek my datums verkeerd gekry het” (CS1, Table 15).*

“Ek en my ma het die een dag afgevat by haar werk toe en ons het Potch toe gegaan, al my take gaan ingee, daarvoor geteken. Hulle het my toe laat weet dat my een taak RFLS 111 se taak het weggeraak ek moet hom net weer deurstuur. So ek stres nogal baie” (RS2, Table 15).

"They said no we didn't receive your assignments. Oh that was scary. Yah it was an administrative mistake..." (DS3, Table 15).

5.3.5.2 Feedback technology - cost

The participants experienced the problems caused by a strike at the Post Office as negative. Three participants mentioned the cost of airtime as a challenge. To get hold of the university is also costly because they do not have access to landlines and usually phone from their cell phones to the landline of the university. Three participants mentioned that transport was a challenge since they could not always afford to travel to the nearest town to attend the whiteboard sessions or go to an internet café.

The cost of the Grade R diploma programme is a factor the participants knew about when they enrolled for the programme. Yet the expenses such as courier costs, transport money for the whiteboard sessions, and money to use the internet or cell phones seem to be a challenge.

"(Sometimes) I only have R 50 in my phone . The minute that you start to talk to the one you are supposed to talk to ...your money is finished..." (DS3, Table 16).

"There are no landline here. We are using cell phones and we have to buy our own airtime" (RS3, Table 16).

"Yes I struggle with the airtime because sometimes if I don't have the money to buy airtime I can't ask questions" (PS3, Table 16).

The next section was labelled technology – hardware. This implicates technology problems external to the participants. It describes challenges that are not the cause or effect of the students' lack of knowledge of technology.

5.3.5.3 Feedback technology – hardware

Ten comments were made about whiteboard sessions which did not work because of technical problems Participants from Pretoria and Rustenburg district especially were very despondent about the fact that they took the time, effort, and money to attend the sessions and then could not hear the broadcasting. These participants were so negative that they were not interested in attending any further sessions.

"Whiteboard is 'n gemors. Die sentrum sê dis die sein. Ek het dit al by Potch gerapporteer. Hulle sê dis nie die sein nie. So êrens is daar 'n miskommunikasie. Ons sien nooit die klas nie. Ek gaan nooit meer nie" (PS1, Table 17).

“Partykeer gaan die klank ook af, en dan sit jy daar en dan is die klank ook af. Ja so dit was nie vir my baie behulpsaam nie” (RS2, Table 17).

“Ons het baie probleme gehad met dit (Whiteboard sessions). Ons het partykeer nie klank gehad nie” (PS2, Table 17).

One participant (PS1) mentioned that it takes two weeks before the same session to become available on OLG and another (RS2) said she could not manage to access the sessions on her own.

The participants from Delareyville who attended the whiteboard sessions in Lichtenburg found the information useful and could even hear other students asking questions but could not make use of the opportunity to ask questions themselves. Participant DS1 said the facilitator at the centre did not explain to them how they could interact with the lecturer.

Participant DS2 said she struggled to get hold of the call centre because the phone is not answered.

5.3.5.4 Feedback technology - language

According to the identifying particulars of the participants, only one has English as her home language. Eleven participants use other languages than English at home. Half of the participants said that studying in English was a challenge for them at the beginning but that they eventually adjusted and were able to complete their assignments and exams in English. Some students mentioned that they preferred to complete everything in English rather than translate everything in Afrikaans and then back into English. Participants CS2 and DS3 said that although English was usually not a problem they struggled with academic English.

“No not really - But to be honest, the way the questions for the assignments, I needed help, because the way they ask the questions” (CS2, Table 18).

5.3.5.5 Feedback technology – personal positive and negative

Under this theme feedback from students about challenges in technology was both positive and negative. The challenges are personal factors that the students could change if they were to become more technically able.

The biggest personal challenge seems to be understanding and using the internet.

“I have a problem with the internet. I have a lot of problem because at my school we were not learning about computers” (PS3, Table 19).

“Eish, the internet...” (DS1, Table 19).

“...my challenge is I have a computer. I don’t use it - I don’t have the confidence... You know by phoning to the university it is really very difficult. I am not ready yet to use my computer to go through the internet or to use my phone to go through the internet” (DS3, Table 19).

Five participants are not computer literate enough to send emails or retrieve whiteboard sessions from the internet. This resulted in them not having the correct information about the exam scopes and could not reach their lecturers like other students were able to do. Seven students commented that they were able to use the internet and access the information. The lecturers are mostly contacted via email. The Pretoria students struggled to retrieve exam results via the SMS number they were given. The personal challenge for participant PS3 was that she could not apply for an Edu loan since she gets paid by cheque from the SGB and does not receive a salary slip.

Table 20: Age distribution of participants not computer literate

Age	Student
>30	PS2
>30	PS3
>30	RS3
>30	DS1
>30	DS3

Looking at the age distribution of the participants who are not computer literate it can be seen that all of them are older than 30 years. They are most likely not used to technology such as cell phones, WhatsApp, and Facebook.

5.3.5.6 Feedback on time management

All the participants are of the opinion that a Grade R diploma programme student should construct a time table and schedule for themselves to have a balance between work, household duties, and studies. *“You really have to have a schedule” (DS3, Table 21).*

The participants had a schedule of working at school or work in the mornings, studying a little early in the afternoon, tending to the family early in the evening, and studying at night.

“That is a heavy load but I try to make timetable” (RS3, Table 21).

Three of the four participants who do not work full time did not have a problem with time management. They are all under 30 years of age, live with their parents and do not have families to care for. Although she was not working, participant CS1 worked out a roster for herself according to the guidelines that were set out in the information booklet. Participant DS2 is older than 30 years, has a family and does not work full time in a Grade R class, but works at a police station which is a full-time job (See Table 21.)

According to participant DS1 it was difficult for her to manage her time between the completion of assignments and finalising the portfolio. She felt that the dates were too close to each other.

The biggest technical challenges for the participants were the whiteboard sessions which did not work, combined with the reality that not all the students are computer literate and could not retrieve the sessions via the internet. The latter also caused a lack of communication with the call centre and lecturers because some participants were not able to send emails. The participants who struggled to understand and use the internet are all older than 30 years and do not have the same background as the younger students in the use of technology.

Another big concern was the fact that some assignments were lost and that the administrative department had to call participants to resend them.

Some participants initially struggled with the adjustment to English as the language of instruction.

At the end of each interview the participants were asked if they could suggest any strategies to resolve the challenges mentioned. The proposed strategies were initially grouped together under the same categories and themes as the challenges, in order to summarise them. The strategies were then discussed according to their feasibility, and realistic options put forward. These realistic options are discussed together with the strategies proposed by the mentors and lecturers.

5.4 Strategies mentioned by participants

A verbatim transcript of the following summary of the suggestions given by the student participants can be found in Table 22.

The participants from Delareyville and the Rustenburg district proposed that the whiteboard sessions as well as the winter school sessions be brought closer to students. This is not really feasible since there are already 52 UODL centres. It is not possible to have a centre in

each town. Students who are not able to attend whiteboard sessions should use the internet to download them.

It was suggested that a day is organised when students can meet each other. Since it is a distance programme it might be a problem to get all the students together in one location. *“Dit (inskrywing by die universiteit) was so ’n antiklimaks. Papiere invul, en hulle was nie eers baie vriendelik nie. Kan die studente die geleentheid kry om mekaar te ontmoet en dan iets soos ’n “support group” daaruit kry”* (DS2, Table 22). At the beginning of the students’ first year a week (period) of orientation can be planned at the university and perhaps at the main centres. Students can then group together to get information about planning studies, and have the opportunity to meet each other to exchange contact details to plan study groups.

The start of support groups was suggested. Since the students are physically far from each other traditional support groups are not feasible. There is however students who have success in establishing WhatsApp support groups and the university could try to motivate students and bring them into contact with each other to start more such groups.

A much needed suggestion was the implementation of facilitators at whiteboard sessions. The suggestion is feasible but will depend on the financial implications it has for the university. There are already staff members at the different centres who can fulfil the roll of facilitators. They should be informed about the Grade R diploma programme and the specific needs of the students such as how to use the whiteboard sessions to their benefit.

The participants felt a need for someone to be appointed who can be the contact person between the students, mentors, and the university. Such a new appointment would be an extra cost for the university. All the teacher-mentors should have mentorship training. It might be possible to appoint one of the current mentors per area to act as a supervisor and act as contact person between different schools and mentors. The university should think of a salary or contribution for this mentor who would take on extra responsibility.

It was suggested that a central point be implemented where assignments can be delivered and picked up - such as the centre where whiteboard sessions are held. The assignments can then be couriered as a group to the NWU and will prevent the impact of postal strikes on the submission of assignments. Students can sign when they hand in their assignments in to ensure that they can be tracked. All of this seems possible since the centres are there and they do have available staff. A courier service between the centre and university might be very expensive and the feasibility would of course depend on the university budget. Specific guidelines should be given on how the administration of such a service can be done and current staff at the centres would have to be trained. A reliable courier service should be implemented.

“They must work on their correspondence... So that communication must be more clear”
(CS2, Table 22).

Some participants suggested that personal emails should go out to every student with important information such as time tables, exam scopes, and dates of assignments. This suggestion is not feasible since the UODL has too many students to email and SMS each one individually. The information which the participants need is available on the internet. However, as already mentioned, some participants do not know how to access the information and therefore feel that they do not have sufficient communication with the university. A realistic solution could be to orientate all new students in detail in the use of email, linking in on the internet, and accessing important information. Learning how to communicate with lecturers via Skype could also help to save on cellphone call costs.

It was asked that the information of the whiteboard sessions be placed on the internet sooner since it takes approximately two weeks to become available. The administrative and computer sections of UODL would have to comment whether it is possible to comply with this request.

The participants found it very tiring to concentrate during the whiteboard sessions, since the programme is very full. It was suggested that they be given exercises between subjects on the day of the whiteboard sessions to stretch their legs and stimulate their brains. Students could also be asked (trained) to prepare before they come to class which would result in less information that needs to be shared, and enable more “free” time for questions and breaks where students can meet their peers.

An examtable that was stretched over more days was suggested. This might be difficult since there are a large number of students who need to be accommodated.

Specific rubrics for assignments as well as for exam questions were suggested. Rubrics are part of the university’s academic approach and it will be investigated if the participants need to be informed in better ways.

The strategies suggested by the teacher-mentors are shown in Table 27. According to the mentors, the initial communication from the university should be clearer. They commented that they did not exactly know what to expect and what roles they were expected play in the students’ programme. It could be suggested that all the mentors should undergo the mentorship training presented by the NWU.

The mentors from Rustenburg district and Delareyville recommend that the whiteboard sessions be moved closer to the students. The mentor from Cape Town feels there should

be more contact sessions. The students feel that the university is not taking into consideration that the Grade R diploma is a distance education programme which entails that it is presented at a distance.

Mentors M3 and M4 felt that the students need other students to talk to, and recommended the start of study groups. In Table 27 mentor M4 said that there were people who would be interested to enrol for the programme if they were allowed to enter with a Level 4 qualification. She felt that the university and the Department of Education should look at the possibility of bursaries for future students. There are numerous people who are interested in enrolling for the Grade R diploma for whom finances are a problem.

“Maar hulle (die universiteit en die Dept. Onderwys) moet dink daaraan (aan die gee van beurse) aangesien die onderwys departement dan wil hê die voorskool moet deel wees van die skool dan moet hulle mos belê in dit in” (M4, Table 27).

Their solution for students who cannot (or struggle to) retrieve the whiteboard sessions from the internet, is to bring the lectures closer to them. According to the researcher a more feasible solution might be to make sure that the students are able to retrieve the whiteboard sessions from the internet so that distance is not an issue. In Table 32 the lecturers suggest that the current whiteboard sessions be developed into flip classroom sessions where the lectures are watched on a CD prior to the session. The whiteboard session is then only used for interactions and discussing the lecture. The second suggestion is that the administrative department should be trained to guide the students to enrol at a suitable time so that there will be enough time to receive the study materials and complete the assignments. It was also suggested that the computer module in the students' first year should get more attention to enhance the students' technological skills.

“Dis hoekom ek sê die tegnologie module, die rekenaarvaardigheidsmodule in die eerste jaar, moet eintlik baie meer gestoot word. Dit moet baie meer belangrik wees” (L3, Table 32).

“...ons sal by die administratiewe afdeling vir hulle moet begelei om vir die student te sê weet jy wat dit is as jy nou registreer beteken dit jy het 3 weke oor vir jou opdragte en dis te kort” (L2, Table 32).

“Ons sal moet op 'n stadium uitkom waar ons die Flip classroom doen waar ons die lesings vir hulle, ...Ons doen die lesings vooraf, ... dan eh moet die sessies net vir interaksie wees” (L3, Table 32).

5.5 Researcher's reflections

The researcher would like to offer the following reflections on her experiences during the process of gathering empirical data:

5.5.1 Students

The researcher interviewed twelve Grade R Diploma programme students at four different locations. Two urban settings were visited, namely Pretoria and Cape Town and two rural settings, namely Delareyville and Rustenburg. The semi-structured interviews were conducted in confidence and the participants given codes to protect their identities and to enable them to speak freely about their experiences of the implementation of the Grade R diploma programme.

Pretoria

The first interviews were done in Pretoria. Two primary schools were visited where all three of the student participants are Grade R teachers. Two of the participants had between 5 and 10 years' experience in Grade R, and one had between 15 and 20 years' experience. Two participants were older than 40 years and one was younger than 30 years. None of them were English home language speakers. All the Pretoria students had prior academic knowledge of Grade R. The researcher was able to interview them during breaks in their classrooms. They were positive about participating in the study and felt free to speak to the researcher.

All the students reported that they chose the Grade R Diploma programme because it offered the opportunity of distance learning. It is less expensive than on-campus studies and gives students the opportunity to continue to work and be with their families.

Student PS1 is married and has a baby, worked according to a schedule and tried to do most of her assignments in the class, to cope with the amount of work of the diploma programme. Students PS2 and PS3, who were the older students, confirmed that they struggled to cope with the amount school work and running households while studying. They were not computer literate and struggled a lot to adjust to the programme.

All three students thought that the quality of the programme was high. Student PS2 initially struggled with the programme; she seemed despondent and said it took her a long time to adjust. She complained about the workload especially what was expected for the WIL file. She has a young son who demands a lot of her attention and found it is difficult to work independently; she felt she needed more contact with her mentor.

All three students complained that the whiteboard sessions were not always working and that there was no facilitator at the centre to help them. The two older students said they did not have the confidence to ask questions during the whiteboard sessions. There was also a time lapse of two weeks to receive the whiteboard sessions on OLG if sessions needed to be retrieved when the whiteboard did not work. Student PS1 was able to access it. Technical problems encountered at whiteboard sessions were repeatedly reported. According to PS1 and PS2 they were told that the problems with the whiteboard sessions were attended to, but they were not clear what the problem was and what was done about it.

All three Pretoria students were positive about their mentors but said it was difficult to spend time with them since they have extremely busy programmes.

Student PS1 (the younger student) had regular contact with fellow students and found that the relationships contributed to the success of her studies. The two older students, PS2 and PS3, had limited contact with other students. Student PS3 felt she did not need to have contact with other students.

Although none of the students have English as a home language they all coped with the studies in English. The Afrikaans students (PS1 and PS2) said it was a big adjustment but it was easier to do their assignments in English rather than to translate all the information.

Conclusion

The Pretoria students were very positive and enjoyed the programme. The two older students definitely struggled to adjust and did not have the same confidence as the younger student to use the computer and solve problems such as how to retrieve information. The challenges identified were: time management, getting assignments to the university on time, not having a facilitator at the centre, and not having mentors who have contact with the university.

Rustenburg

The second group of interviews were conducted at Rustenburg. Two students were younger than 30 years and one older than 30 years. The two young students were not working but only attending schools for the period of their WIL assignment.

The older student was working in the rural part of Rustenburg at a very big school. The school does not have electricity and it is far from central town. She started to work there as a volunteer but at the time of the interview she was receiving a small allowance. Throughout the interview it was clear that finances were a big challenge for her, both in going in to town to the whiteboard sessions and accessing internet at an internet café. It was clear that she

had knowledge prior to starting the programme since she could apply the theory in practice. She enjoyed her studies but the external factors were making it difficult.

The two young students were interviewed at their homes where they both still lived with their parents. Both said they were not ready to leave home. They are both computer literate and found it easy to reach the lecturers. Student RS1 did her assignments with the help of her mentor. She was not working full time and did not have a problem managing her schedule. Student RS2 was working for her father and could make arrangements when she needed extra time for her studies. She still struggled to integrate theory and practice but was excited about work integrated learning.

All the Rustenburg students felt they needed more contact with fellow students as well as with the lecturers.

Delareyville

All three students in Delareyville are older than 30 years. English was a challenge for them since they were not used to academic English. Student DS1 only had a matric qualification and was working as a volunteer at the school; she was very positive about the programme. Her mentor was very accommodating and helped her with assignments and her RWIL file. She is computer literate.

Student DS2 worked at the police station as a cleaner and only took time off at work to do her RWIL at a school. She complained that the mentor at the school was a teacher in the higher grades who did not understand the Grade R programme and could not assist her in her RWIL. Computer access is limited where she lives. Student DS2 had an expectation that the university would “put them in the school” when they completed their studies. She expected them to give her a teaching position.

Student DS3 struggled to adjust to the programme since studying at the university and the whiteboard was a new experience. The fact that she was not computer literate hindered her in her communication with lecturers and submission of assignments. Some of the assignments which she submitted in person got lost and caused her a lot of stress.

All the Delareyville students felt the need to have contact with other students but they lived far from each other. The lack of regular communication caused them to miss out on some of the whiteboard sessions. According to them the information booklet was not clear and they did not receive messages in time. They were not clear about the dates or the venue of the whiteboard sessions. Delareyville students have to travel to Lichtenburg or Vryburg to attend, which has financial implications. They complained that there were problems with the signal

and they could not follow the whiteboard sessions. There was no facilitator to explain how the interactive whiteboard works.

Cape Town

All three of the Cape Town students were younger than 30 years. They lived far from each other and although they did have a need to contact other students, they did not have contact with each other. Student CS3 asked for details from the university and created her own study group via WhatsApp. She had friends in her group all over South Africa and found it a very supportive way to study.

Student CS1 was very young, lived with her parents and was not working permanently like the other two students but was attending a nursery school for her RWIL period. She completed matric and did a short *au pair* course before she started with the Grade R diploma programme. She had good support from her mentor. She did not have a problem with time management and is computer literate. She found the programme exciting and only had minor problems with communication. Due to transport problems she did not attend the whiteboard but was able to retrieve the information from OLG.

Student CS2 worked as a class assistant in the foundation phase at a primary school. She had a very experienced and positive mentor. She found the assignments challenging and had a need to discuss them with a peer group. Student CS2 also had serious communication problems with the university. Some of her assignments were not received and she did not know how to address the problem of not getting proper feedback. It resulted in her having to redo most of her first year. According to her it was an administrative problem but looking at it from a distance the researcher sees it as a communication problem. The participant did not know where to send her assignments and how to follow up to ensure that they were received in time. When someone from the university told her that they would attend to her problem she did not follow up to establish if it had been done. She was very positive about the whiteboard sessions. The facilitator at the Parow centre sat with her in the session and helped her to ask questions when she needed to. After the session the facilitator assisted the student by loading the sessions on her data stick for later use.

Student CS3 lived in a rural area far from Parow where the whiteboard sessions are broadcast. She was computer literate and the school allowed her to retrieve the sessions on the school's computer. She was very energetic, started her own study group, and contacted the lecturers whenever she had a problem. She enjoyed the programme and did not have any complaints.

5.5.2 Mentors

The mentors who were interviewed were very positive about the programme and about helping the students. They were used to the concept of evaluating lessons and assisting students with practical issues. All the mentors had a problem with time. Since they were more senior people, they carried a lot of responsibility at their schools, they all had their own classes to attend to, and mentoring was not their only additional activity. No mentor raised the issue of not being paid. Mentor M2 was studying an ACE course at NWU at the time and she said that the mentoring module helped her in her mentoring relationships with her students. The mentors were positive that the students should get involved in groups with other students to learn from and be motivated by each other.

5.5.3 Lecturers

Two of the four lecturers interviewed, were permanently involved in the Grade R programme. The other two were only lecturing one module each. All the lecturers were positive about the programme and welcomed any feedback from the researcher at the completion of the project. They had good relationships with the administrative office. According to them they replied to messages and emails from the call centre and did not know of students who struggle to get hold of them. All the lecturers mentioned that the students did not ask questions during the whiteboard sessions. According to them the reason might be that the programme is too full and that there was not enough time; students were also shy to come forward, put on a microphone, and ask the questions. They found that the second and third year students communicated more easily than the first years.

The lecturers were not really in contact with the challenges that the students experience. They (the lecturers) only knew about the students who contacted them and were not aware of the struggles of the ones who do not get through to them. The lecturers were all in Potchefstroom from where the whiteboard broadcast is done, and did not know that in reality very few of the sessions were successfully delivered. Lecturer L2 was involved with the programme since the planning stage and she was just positive. From her perspective it seemed as if everything was going smooth and she was concerned when she heard from the researcher that there were students who struggle with technical and administrative problems.

5.6 Conclusions

In Chapter 5 the data received from the semi-structured interviews with the stakeholders were analysed and interpreted according to categories and themes. The process of analysis was used as illustrated in Figure 2. In the following chapter the findings, contributions, recommendations, and the conclusions are described.

CHAPTER 6: FINDINGS, RECOMMENDATIONS, CONTRIBUTIONS AND CONCLUSIONS

In 1.5.2.2 and 4.2 the paradigm of the study is discussed. In this study interpretivism is used. The paradigm is the explaining and understanding of the social world which blends in with the use of phenomenology as research methodology (Blaxter *et al.*, 2010:61).

In this qualitative research project stakeholders' experiences of the implementation of the Grade R diploma of NWU were explored. In this final chapter a summary is given of each chapter and the contribution of this study to the university as well as the community is discussed. The data collected was triangulated (See 4.4.4) throughout the study to answer the research questions. Recommendations are made that will assist the students in the field as well as the university to refine the implementation of the Grade R diploma ODL course. Finally the researcher assesses the limitations of the study and presents final conclusions.

6.1 Summary of preceding chapters

Chapter 1: Introduction and orientation to the study

In Chapter 1 the background to the study was described. There is a big need in South Africa for the uplifting of standards in the early childhood development sector. The government supports this with legislation which requires teachers to have achieved a minimum of Level 7 when teaching a Grade R class, in 2019. The NWU implemented the Grade R diploma to assist with the training of Grade R teachers. This new programme of the UODL was only implemented in October 2013. Being a new programme and based on the literature of previous new programmes, it was to be expected that challenges would arise. The aim of this research was to look into the phenomenon of how stakeholders in the specific Grade R diploma programme experience the implementation phase of the course. The following research questions were formulated (See 1.3):

1. What are the challenges that the students, teacher-mentors, and lecturers, as stakeholders, experience in the implementation of the open distance learning Grade R diploma of the North-West University?
2. What are the most viable strategies to overcome the challenges experienced by these students, teacher-mentors, and lecturers as stakeholders?

The purpose of the research was (See 1.4):

-
- to explore and describe the challenges in the implementation of the open distance learning Grade R diploma of the North-West University that students, teacher-mentors, and lecturers as stakeholders experience, and
 - to determine the most viable strategies to overcome the challenges experienced by students, teacher-mentors, and lecturers as stakeholders.

Throughout the study ethical concerns were kept in mind. In the ethical clearance application for this study, it was explained that no harm would be done to any persons during the execution of the study. The semi-structured interviews were therefore handled confidentially and participation was voluntarily.

Chapter 2: Historical background of early childhood education

In this literature review the background of early childhood development in the USA as well as in South Africa was discussed. Previously the USA had an apartheid government and education for different population groups was separate and unequal. The separate development of early childhood education in the USA stretched over such a long period that separate training facilities developed. It was only with the establishment of a national committee for nursery schools (NANE), now called the National Association for the Education of Young (NAEYC), that the issue of equity received attention.

In South Africa education for black, coloured, and white children also developed separately. Although provision was made for the education of black and coloured children and even for the training of black and coloured teachers, it was seen as inferior to that of the whites. After the election of the democratic first government of South Africa in 1994, the government replaced the different departments of education with one national department and the process of restructuring separate training facilities began. This merging of the teacher training colleges with universities or technikons was the start of equal teacher training equal for all race groups (See 2.5).

The newly elected government of 1994 also introduced the “ten years free and compulsory education”, where compulsory schooling was set from reception class (Grade R) to Grade 9. This led to increased enrolments in schools and Grade R classes at primary schools. The Department of Education set the goal of making Grade R compulsory for 2010 but could not reach the goal, and it was extended to 2019. NWU took the lead and realised the need for qualified Grade R teachers and started to enrol in 2013 in their distance Grade R diploma since many current unqualified teachers would have to be trained while working (See 2.6).

Chapter 3: History of Open distance learning

In this chapter the history of distance learning was first described from an international perspective and then the focus was turned to South Africa. Open distance learning developed from the need of getting a qualification but not having the finances and time to study full-time. At first it was described as education where teachers and learners are separated, and where print-based content was sent to learners through the post. Internationally ODL started with correspondence courses and as technology developed it grew into internet-based programmes and universities started to initiate open distance learning programmes (See 3.3).

In South Africa, distance education also started off as correspondence courses. Today there are many private colleges presenting a wide variety of courses. UNISA is the only university in South Africa that is exclusively a distance learning university. Many other universities such as NWU have open distance learning units which cater for the large number of students who want to enrol, and to accommodate students who need to work and study simultaneously. The open distance learning Grade R diploma is the first of its kind presented by a dual university in South Africa. The literature shows that students and lecturers encounter many challenges in the implementation of open distance programmes. These challenges should be addressed to ensure the successful implementation of the programme (See 3.6). The current study explored stakeholder challenges in the implementation of the ODL Grade R diploma of NWU (See 1.3 and 1.4).

Chapter 4: Methodology

A qualitative research design was used and the phenomenon researched was the stakeholders' experiences of the implementation of the programme. By means of an interview guideline data was gathered via semi-structured interviews which were held with students enrolled for the Grade R diploma, as well as with their mentors and lecturers. The empirical research was measured according to the process as described by Mertler and Charles, (2011:191) and the characteristics of qualitative research (See 4.2.1).

Ethical concerns were strictly adhered to. The names of the participants were kept confidential by using codes for each person (See Figure 1). Interviews were held in the privacy of the participants' classrooms, offices, or sitting rooms. Triangulation of data was used to correlate findings from the literature and from interviews with different stakeholders, in order to ensure that the data measured what it was intended to measure and that the results were reliable. The participants were fully informed about the research before they signed the consent forms to the study. Purposive sampling was only done

after permission was granted by the ethical committee of NWU. The ethical number for this project is NWU-00194-14-A2 (See Addendum A).

6.2 Summary of Research findings from Chapter 5

6.2.1 Experiences of students, mentors and lecturers

The categories under which the data was discussed are: course accessibility, content, communication, collaborative learning experiences, and the use of technology. The following are the general reflections of the interpretation of the researcher on the findings.

6.2.1.1 Course accessibility

All the stakeholders were positive about the Grade R Diploma as an open distance learning course. Cost is a definite reason why people choose to enrol for this version of the Grade R diploma. The most important factor is that the students can continue to work, be with their families, and have an income while they are studying. Other expenses such as courier costs, transport money to the whiteboard sessions, and money to use the internet or cell phones are challenges that the students have to take into account when they enrol.

6.2.1.2 Content

Although some students found the content challenging, the student participants were mostly positive that they could apply the knowledge gained in of the Grade R diploma programme, and that it enhanced the standard of teaching and learning in their classes. Those who have prior knowledge of pre-school education commented that this knowledge helped them with the completion of their assignments. One of the biggest challenges was the workload for students who were also working. The mentors agreed that the workload is high and that their role is to give guidance to students in the application of academic knowledge. Four of the six older student participants struggled with initial adjustment to the programme and did not know what was expected of them. The students who coped the best were those who kept to a specific time schedule.

6.2.1.3 Communication

The feedback received shows that some of the students did not have a close relationship with their lecturers but that they were positive about the knowledge that they gained from the lecturers.

There were students who experienced a need for more communication with the lecturers during the whiteboard sessions. The whiteboard sessions were experienced as “rushed” and that there was not enough time to ask questions and discuss concerns during the broadcast.

Most of the students were positive about their relationships with their mentors but the overall experience was that the mentors were too busy to really assist. Two students did not have contact with their mentors at all and one felt her mentor was not knowledgeable about the Grade R programme and therefore could not give her informed guidance.

The results showed that lack of proper initial communication with the students had a definite negative impact on the experience and success of the Grade R diploma students. They could not benefit from the whiteboard sessions since they were not briefed on how it works. The only centre where the feedback about whiteboard sessions was positive was at the centre where there was a facilitator available during the whole session.

According to the lecturers the students need to be better informed on how to use the information booklet, when to attend class, and how important it is to prepare for class. The students experienced the information booklet as not very helpful and although they had access to the call centre they did not always receive the correct guidance from the staff about the submission of assignments.

Several complaints were voiced about assignments that were lost and later found by the administrative department. According to the lecturers it happened that students enrol too close to the due dates for the assignments.

Lack of funds for airtime was the reason why some students did not manage to get hold of the call centre.

6.2.1.4 Collaborative learning experiences

Enrolling for distance learning implies that students are far removed from each other. Most of the Grade R diploma students had a need to have contact with their fellow students, but it was the younger students who took action and initiated Whats-App groups to build relationships and support systems with other students. The mentors agreed that the students needed to have more contact with fellow students.

The students experienced the English used by the university to be of a higher academic standard than what they are used to, but commented that they adjusted well.

6.2.1.5 Use of technology

Technical problems encountered by the university with the broadcasting of the whiteboard sessions had a direct influence on how the participants experience the programme. Often not being able to hear the broadcasts was so frustrating and unproductive that the students did not attend any further sessions.

Other technical problems were that some students struggled with tasks such as sending email, using the SMS line, retrieving data from the internet, and receiving their Facebook and WhatsApp messages. The fact that many of the students are not computer literate held them back so that they could not utilise the open distance learning programme to its fullest.

The lecturers are continuously adjusting the implementation of the Grade R diploma in order to make it more user-friendly for students. Contact between the lecturers and the students are mainly through email.

- The lecturers were mostly unaware of the struggles of the students, unless they received emails about specific problems.
- The lecturers experienced one-way communication with the students at the whiteboard sessions. This was partly because of the technical problems as well as the full programme that did not allow time for communication between students and lecturers.

6.3 Summary of strategies suggested by the stakeholders

Not all the strategies received during the interviews are feasible. Most of the strategies proposed by the students such as bringing the lectures closer to the students, creating more support groups, improving communication between students and lecturers, increasing personal emails, and supplying rubrics could easily be implemented. The solution for this is simply that the students be made more technically skilled and more computer literate.

Additional suggestions for strategies of improvements were:

6.3.1 Course accessibility

None were suggested.

6.3.2 Content

None were suggested.

6.3.3 Communication

Appointing a senior mentor

The suggestion to appoint a mentor to be the contact person between a few mentors and the students might work but will be less of a need as soon as all the mentors have completed the mentorship course.

Appointing a facilitator

Appointing a facilitator at each of the centres needs to be investigated. The possibility of training the current technical staff in giving more support to the students can also be an option.

Lack of communication

A lecturer mentioned that the ideal solution for the lack of communication between students and lecturers would be a flip-classroom where students prepare their work with the help of a CD prior to the class. The class will then only be a practical discussion on the theory.

6.3.4 Collaborative learning experiences

None were suggested.

6.3.5 Use of technology

Postal services

To minimise the problems with the postal services and to cut costs of courier services it is suggested that the UODL centres are used as pick-up points for assignments.

Whiteboard sessions

It currently takes two weeks before students can retrieve whiteboard sessions. It is suggested that this time be drastically shortened.

6.4 Final recommendations

The findings of as well as the strategies named by the stakeholders were combined by the researcher to make a list of final recommendations for the different stakeholders.

6.4.1 Recommendations to students

It is recommended that students take into account that there are expenses other than the cost of the course which they need to take into account. They need to plan for telephone and internet café expenses as well as transport money to and from the whiteboard sessions.

- It is recommended that the students follow a planned schedule to cope with the workload while working and studying.
- Students need to work on their technical skills and should know that being computer literate will be an advantage.
- Students are advised to connect with other students through support groups or WhatsApp groups and to cut cell phone call costs by communicating through the internet by means of Skype.

6.4.2 Recommendations to mentors

- It is recommended that all the mentors complete the mentorship course as soon as possible and have close contact with the university.

6.4.3 Recommendations to lecturers

- It is recommended that more attention should be given to the initial communication with students to enable them to know what to expect from the course. This should be done through a more detailed Information booklet as well as the possibility of a compulsory first whiteboard session.
- All centres where whiteboard sessions are broadcast from should have facilitators to assist students.
- It is recommended that the administrative staff be trained to give the correct information to prospective and current students.
- Technical problems such as whiteboard sessions without sound should be taken seriously and addressed by the technical staff. The sessions should also be available on the internet much sooner and if possible directly after the whiteboard sessions.
- Technical issues such as students who are not computer literate should be addressed by presenting computer classes at centres before commencing their studies.
- The issue of a heavy workload as well as limited communication with the lecturers can be addressed by investigating the possibility of a flip classroom where whiteboard sessions are restricted to discussion groups and questions to the lecturer.
- Students should be motivated to join study/support groups with other students.

-
- The possibility of pick-up points for assignments at the different centres should be investigated.

6.4.4 Correlation with literature

The findings of this research on the challenges experienced by stakeholders and the recommendations made in order to overcome these challenges correlated well with the international as well as national literature, as was described in Chapters 2 and 3.

6.5 Contributions

The initial implementation of the Grade R Diploma was done in October 2013. This research was conducted from January 2014 to October 2015. During this time the challenges of the different stakeholders were explored and taken into account. It can be expected that this research will contribute benefits to the following groups:

- Students, and with that the broader ODL community, can be expected to benefit from the study since the challenges that the students experienced were explored. This should assist students to have success in their studies and become qualified Grade R teachers, which will have a positive influence on different communities in SA and Namibia.
- Mentors are appreciated by students though they have limited time because of full programmes as teachers and mentors. The study showed that mentors struggle to know what is expected from them and it is thus recommended that they be sent on a mentorship course before they start participating in the programme.
- This study contributes mostly to the NWU and the lecturers in charge of the programme. The study will enable them to adjust the implementation of the programme in order to address certain serious and other less serious challenges. The strategies that the stakeholders voiced have been taken into account and set out in the recommendations. This will enable the university to refine the Grade R diploma in order to have even more success with the programme from the implementation stage and to ensure that the ECD sector receives as much qualified Grade R teachers as possible.

6.6 Conclusions

The researcher interpreted the literature on the history of education and of open distance learning. Qualitative research by means of semi-structured interviews was used to explore the different stakeholders' experiences of the implementation of the NWU ODL Grade R diploma programme.

The research questions were answered and the research aims were attained in that:

- The challenges that the different stakeholders, namely the students, teacher-mentors, and lecturers, experienced in the implementation of the open distance learning Grade R diploma of the North-West University were explored and summarised.
- The most viable strategies proposed by the stakeholders to overcome these challenges were summarised.
- The researcher triangulated the literature and the different types of data to determine commonalities and differences in the stakeholders' experiences. This triangulation was completed by comparison with the researcher's own reflections.

The most important finding was that the main factor that hampered the students' progress was the fact that many students, during the implementation phase, were not sufficiently computer literate to enable them to maximize the accessibility of the open distance learning programme, as it was presented. Therefore the most important recommendation was that interventions aimed at improving the computer literacy of the students should be implemented timeously. This is suggested to enable students to solve the problems of lack of regular communication with lecturers, lack of retrieving whiteboard sessions, and lack of support groups among students.

Students recommended that the serious technical challenges that were detected in the broadcasting of the whiteboard sessions should receive urgent attention.

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ADDENDUMS

ADDENDUM A: ETHICAL APPROVAL OF THE RESEARCH



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Ethics Committee

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ETHICS APPROVAL OF PROJECT

The North-West University Research Ethics Regulatory Committee (NWU-RERC) hereby approves your project as indicated below. This implies that the NWU-RERC grants its permission that provided the special conditions specified below are met and pending any other authorisation that may be necessary, the project may be initiated, using the ethics number below.

Project title: Stakeholders' experiences of the implementation of an Open Distance Learning Grade R diploma programme.															
Project Leader: Dr JM Jansen van Rensburg															
Student: R Serfontein															
Ethics number:	N	W	U	-	0	0	1	9	4	-	1	4	-	A	2
	Institution				Project Number				Year			Status			
Status: S = Submission; R = Re-Submission; P = Provisional Authorisation; A = Authorisation															
Approval date: 2014-10-23 Expiry date: 2019-10-22															

Special conditions of the approval (if any): None

General conditions:

While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, please note the following:

- The project leader (principle investigator) must report in the prescribed format to the NWU-RERC:
 - annually (or as otherwise requested) on the progress of the project,
 - without any delay in case of any adverse event (or any matter that interrupts sound ethical principles) during the course of the project.
- The approval applies strictly to the protocol as stipulated in the application form. Would any changes to the protocol be deemed necessary during the course of the project, the project leader must apply for approval of these changes at the NWU-RERC. Would there be deviated from the project protocol without the necessary approval of such changes, the ethics approval is immediately and automatically forfeited.
- The date of approval indicates the first date that the project may be started. Would the project have to continue after the expiry date, a new application must be made to the NWU-RERC and new approval received before or on the expiry date.
- In the interest of ethical responsibility the NWU-RERC retains the right to:
 - request access to any information or data at any time during the course or after completion of the project;
 - withdraw or postpone approval if:
 - any unethical principles or practices of the project are revealed or suspected,
 - it becomes apparent that any relevant information was withheld from the NWU-RERC or that information has been false or misrepresented,
 - the required annual report and reporting of adverse events was not done timely and accurately,
 - new institutional rules, national legislation or international conventions deem it necessary.

The Ethics Committee would like to remain at your service as scientist and researcher, and wishes you well with your project. Please do not hesitate to contact the Ethics Committee for any further enquiries or requests for assistance.

Yours sincerely

Linda du Plessis

Prof Linda du Plessis

Chair NWU Research Ethics Regulatory Committee (RERC)

Digitally signed by Linda du Plessis
DN: cn=Linda du Plessis, o=North-West University, ou=Vice-Rector:
VTC,
email=Linda.duPlessis@nwu.ac.za,
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Date: 2015.06.03 09:33:43 +02'00'

ADDENDUM B: LANGUAGE EDITING

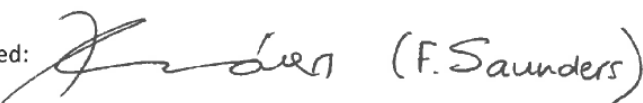


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TO WHOM IT MAY CONCERN

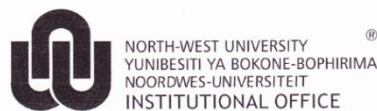
This is to confirm that I edited the following dissertation by R. Serfontein:

Stakeholders' experiences of the implementation of an Open Distance Learning Grade R diploma programme

Signed:  (F. Saunders)

Date: 8/10/2015

ADDENDUM C: CONFIDENTIALITY CLAUSE FOR THE GRANTING OF ACCESS TO INFORMATION



Records Management and Administration

Confidentiality Clause for the granting of access to information in terms of the Promotion of Access to Information Act, 2 of 2000

I, **Retha Serfontein**, for purposes of the undertaking of a **MEd.**, undertake and agree to:

- (a) only use, copy or otherwise replicate the sample of names and addresses of **Grade R diploma students that reside in Welkom, Virginia, Henneman and Kroonstad regions and who are funding their own studies**, extracted from the student administrative system of the NWU (hereinafter referred to as "the Confidential Information") for the purposes as mentioned above (hereinafter referred to as **MEd.**) and not to use the same for any other purpose whatsoever;
- (b) ensure that only those officers and employees who are directly concerned with the carrying out of this study have access to the Confidential Information on a strictly applied "need to know" basis and are informed of the confidential nature of it;
- (c) keep the Confidential Information secret and confidential and shall not directly or indirectly disclose, publish, transfer, disseminate, copy or permit to be disclosed the same to any third party for any reason other than the study without the prior written consent of the NWU's Institutional Registrar involved;
- (d) destroy the Confidential Information if the **MEd.**, for whatever reason, is not completed and shall inform the Institutional Registrar accordingly in writing.
- (e) not publish any information which may by any means, make any person individually and personally identifiable.

The obligations of confidence referred to above shall not extend to any Confidential Information which:

- (a) is or becomes generally available to the public otherwise than by reason of breach by myself of the provisions of this Clause;
- (b) is known to myself and is at its free disposal (having been generated independently by the myself or a third party) in circumstances where it has not been derived directly or indirectly from the NWU's Confidential Information;
- (c) is subsequently disclosed to myself without obligations of confidence by a third party owing no such obligations to the NWU in respect of that Confidential Information;
- (d) is required by law to be disclosed (including as part of any regulatory submission or approval process) and then only when prompt written notice of this requirement has been given to the NWU's Institutional Registrar so that it may, if so advised, seek appropriate relief to prevent such disclosure provided always that in such circumstances such disclosure shall be only to the extent so required and where practicable shall be subject to prior consultation with the NWU's Institutional Registrar with a view to agreeing timing and content of such disclosure.

My obligations under this Clause shall survive the expiration or termination of the **MEd.** for whatever reason.

Signed on this 11 day of November 2014 at Potchefstroom.

Retha Serfontein, student nr 10497838

Name (Staff/student nr XXX)

Job title

Prof MM Verhoef

NWU Institutional Registrar

Current details: Amanda van der Merwe(10935746) R:11. Governance\1.1.4 Access to Information\1.1.4.2 Request documentation\Confidentiality clause pro forma.docx
19 July 2012

Confidentiality Clause for the granting of access to information in terms of the Promotion of Access to Information Act, 2 of 2000

ADDENDUM D: INVITATION LETTER TO PARTICIPANTS

17 Nieuwe street

Potchefstroom

2520

6 November 2014

Dear (*Participant*)

I would like to invite you to be part of my research project by allowing me to interview you and discuss the possible challenges that you encounter in your Open Distance Learning Grade R diploma studies. The interviews will be anonymous and you only need to answer the questions if you feel comfortable with it.

Your participation is highly valued since your contribution will assist the researcher to compile viable strategies to resolve challenges that you encountered over the past year. This may have a positive effect on the success of your own and future students' studies.

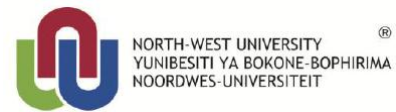
I am busy with my Masters Degree in Education and in my research I am exploring the different stakeholders' experiences of the implementation of the Open Distance Learning Grade R diploma programme of the North-West University. I am planning to interview students that are enrolled for the Open Distance Learning diploma, some of the teacher-mentors who are involved in the programme and two lecturers from the North-West University.

Please reply whether you are willing to be a participant in my research project by replying to this email. I will follow up with a telephone call, where I will explain the details and make a preliminary appointment for the interview.

Yours sincerely.

Retha Serfontein

ADDENDUM E: CONSENT TO PARTICIPATE IN RESEARCH



CONSENT TO PARTICIPATE IN RESEARCH

Researcher: Retha Serfontein

Study leader: Dr Ona Janse van Rensburg

Study title: Stakeholders' experiences of the implementation of an Open Distance Learning Grade R diploma programme

1. Background

I enrolled for a Masters Degree in Education at the North-West University, Potchefstroom Campus and in my research I am exploring the different stakeholders' experiences of the implementation of the Open Distance Learning (ODL) Grade R diploma programme of the North-West University. I intend to interview students that are enrolled for the Open Distance Learning diploma, some of the teacher-mentors who are involved in the programme and four lecturers from the North-West University.

You are requested to participate in this research study executed by myself, Retha Serfontein under the supervision of Dr Ona Janse van Rensburg. You as a stakeholder were selected as a possible participant in this study because you are:

A student who are enrolled for the Grade R diploma at the North-West University, **or**

You are a teacher-mentor for a student/s who is enrolled for the Grade R diploma **or**

You are a lecturer who currently lectures the students in this specific programme.

2. Purpose of the study

The purpose of the research is to explore and describe the challenges stakeholders experience in the implementation of the Open Distance Learning Grade R diploma of the North-West University and therefore to determine the most viable strategies to overcome the challenges experienced by students, teacher-mentors and lecturers.

The main research question that guides this study is the following:

What are the challenges that the students, teacher-mentors and lecturers experience in the implementation of the Open Distance Learning Grade R diploma of the North-West University?

3. Procedures

If you volunteer to participate in this study I will ask you as a stakeholder to grant me permission to conduct a semi-structured interview with you as a stakeholder, to discuss your experience of the implementation of the ODL Grade R diploma of the North-West University.

4. Potential risks and discomforts

The study to be undertaken will not provide any potential risks to the participants.

5. Potential benefits to subjects and/or society

The study is conducted to determine the most viable strategies to overcome the challenges experienced by students, teacher-mentors and lecturers. The student, the university and future Grade R classes will benefit by the outcome of this study.

6. Confidentiality

The semi-structured interviews will be recorded but kept confidential. Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission.

7. Participation and withdrawal

You can choose whether to participate in this study or not. If you volunteer to participate in this study, you may withdraw at any time without consequences. During the semi-structured interview you may also refuse to answer any questions you don't want to answer if you feel uncomfortable in doing so. The researcher may withdraw you from the study if there are circumstances that warrant it.

8. The identification of researchers.

If you have any questions or concerns about the research, you are welcome to contact the researcher, Retha Serfontein (082 450 8818) or the study leader Dr. Ona Janse van Rensburg (018 299 1713).

9. Rights or research subjects

You may withdraw from participation from the semi-structured interview at any time and discontinue without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study. If you have any further questions regarding your rights, you may contact the researcher or the study leader. If you request so, findings regarding the semi- structured interviews and the outcome of the research will be given to you after the study has been completed.

10. Signatures of participant and researcher:

I have been fully informed about the study and research to be done and hereby give consent voluntarily to participate in this study. I have been given a copy of this form.

Name of participant: _____

Signature of participant: _____

Name of researcher: _____

Signature of researcher: _____

Date: _____

ADDENDUM F: INTERVIEW SCHEDULES STUDENTS

(English and Afrikaans)



Structure of semi-structured interview with students:

Open Distance Learning Grade R diploma programme NWU,
Potchefstroom Campus

Research topic: Stakeholders' experiences of the implementation of an Open Distance Learning Grade R diploma programme

Researcher: Mrs. Retha Serfontein

Study leader: Dr. Ona Janse van Rensburg

I am currently enrolled for a Masters degree in Education at the NWU Potchefstroom Campus. As part of my Masters degree I use qualitative research methods to explore the stakeholders' experiences of the implementation of the Open Distance Learning Grade R diploma programme of the North-West University. My research aims to explore the challenges that students, teacher-mentors and lecturers experience in the implementation of the named programme. It is hoped that through the study, important information will be gained to determine the most viable strategies to overcome the challenges experienced by students, teacher-mentors and lecturers.

This interview schedule will be used as a guideline during the semi-structured interviews to gain information about the challenges that students encounter with the implementation of the ODL Grade R diploma programme. This semi-structured interview format will allow freedom and flexibility of expression and will enable the interviewer to probe concepts that may emerge as a result of the discussions. The interview will be conducted confidentially. Thank you for being willing and signing the form of consent to participate in this research. I just need to start off by filling in some biographical information.

1. Biographical information

Interviewee no.: _____

Age of interviewee: _____

Address (town only): _____ Rural area: _____ Urban area: _____

Home language: _____

Language of instruction at school where you teach: _____

Qualification prior to entering the Grade R Diploma: _____

Are you currently working in an ECD centre? _____

How many years have you been teaching in an ECD centre? _____

How many years have you been teaching Grade R learners? _____

2. Course accessibility

You are now nearly finished with your first year of the Open Distance Learning Grade R diploma.

2.1 Why did you choose ODL and not on-campus studies?

2.2 Can you tell me how you experienced your studies the past year since you enrolled for the ODL Grade R diploma?

2.3 What kind of challenges regarding the implementation of the ODL Grade R diploma programme did you experience in the past year?

2.4 Tell me how you manage your time schedule?

2.5 Please explain if you encountered any administrative challenges during the past year.

3. Communication and interaction

3.1 What kind of language challenges did you encounter during the past year?

3.2 Could you reach your lecturer when you needed him or her? Yes/ No

Please elaborate on your answer.

3.3 How do you experience your contact with the lecturers?

3.4 How did the whiteboard sessions contribute to how you experience the implementation of the programme?

3.5 Was your lecturer able to give enough guidance during the white board sessions? Yes/No

Please elaborate on your answer.

3.6 Do you have regular contact with your teacher-mentor? Yes/ No

Please elaborate on your answer.

3.7 How do you experience the contact with your teacher-mentor?

3.8 Do you have regular contact with fellow students? Yes/ No

Please elaborate on your answer.

3.9 How do you experience the contact (or the lack of contact) with fellow students?

4. Collaborative learning experience

4.1 How did you experience the different assignments?

4.2 Please reflect on the impact your studies have on your classroom practice?

4.3 Can you explain to me if your teaching and learning improved since you started with the ODL Grade R diploma programme? Please elaborate on your answer.

5. Technology

5.1 Please explain to me the technical challenges during the past year that impacted on the success of your studies? (Internet, telephone, airtime, transport)

6. Conclusion

6.1 Are there any strategies that you would suggest to improve the implementation of the Grade R diploma programme?

Thank you that you were willing to participate in this research. I believe that the important information gained from your participation will contribute to determine the most viable strategies to overcome the challenges experienced by students, teacher-mentors and lecturers.

Struktuur van die semi-gestruktureerde onderhoud met studente

Oop Afstandsonderrig Graad R diploma program, NWU Potchefstroom Kampus

Onderwerp van navorsing: Stakeholders' experiences of the implementation of an Open Distance Learning Grade R diploma programme

Navorsers: Mrs. Retha Serfontein

Studie leier: Dr. Ona Janse van Rensburg

Ek is tans ingeskryf vir my Meestersgraad in Opvoedkunde by die NWU Potchefstroom kampus. As deel van my Meestersgraad gebruik ek kwalitatiewe navorsings metodes om die ervarings van die persone wat betrokke is by die implementering van die Oop Afstandsleer Graad R diploma program van die Noord-Wes Universiteit te ondersoek.

Hierdie onderhoudskedule sal as riglyn gebruik word gedurende die semi-gestruktureerde onderhoude om inligting in te samel rakende die uitdagings wat studente teëkom gedurende die implementering van die Graad R diploma program. Die semi-gestruktureerde onderhoud formaat laat vryheid van uitdrukking toe en sal die onderhoudsvoerder in staat stel om ondersoek te doen na verdere konsepte wat gedurende die onderhoud na vore kom. Die onderhoud sal anoniem gevoer word. Baie dankie vir jou bereidwilligheid om deel te wees van hierdie navorsing en vir die teken van die toestemmingsvorm tot deelname.

1. Biografiese inligting

Nommer van onderhoud.: _____

Ouderdom van persoon: _____

Adres (net dorp): _____ Platteland: _____ Stedelik: _____

Huistaal: _____

Taal van onderrig by die skool waar jy skoolhou: _____

Kwalifikasie voor die aanvang van die program: _____

Werk jy tans in 'n laerskool of kleuterskool? _____

Hoeveel jaar is jy in die onderwys? _____

Hoeveel jaar onderrig jy al 'n Graad R klas? _____

2. Toeganklikheid van kursus

Jy is nou amper klaar met die eerste jaar van die Oop afstandsleder Graad R diploma.

- 2.1 Waarom het jy Oop Afstandsonderrig gekies en nie die op-kampus studies nie?
- 2.2 Kan jy my vertel hoe jy die afgelope jaar ervaar het sedert jy ingeskryf het vir die Oop Afstandsleder Graad R diploma program?
- 2.3 Watter tipe uitdagings rakende die Oop Afstandsonderrig Graad R diploma program het jy die afgelope jaar ervaar?
- 2.4 Vertel my hoe jy jou tyd skedule hanteer.
- 2.5 Verduidelik asb. of jy hierdie jaar enige administratiewe uitdagings beleef het.

3. Kommunikasie en interaksie

- 3.1 Watter tipe taal uitdagings het jy die afgelope jaar ervaar?
- 3.2 Kon jy jou dosent bereik wanneer jy hom/haar nodig gehad het? Ja/Nee

Brei asb. uit op jou antwoord.
- 3.3 Hoe beleef jy jou kontak met jou dosente?
- 3.4 Hoe het die witbord sessies bygedra tot jou belewenis van die implementering van die program?
- 3.5 Was jou dosent in staat om voldoende leiding te gee gedurende die witbord sessies? Ja/Nee

Brei asb. uit op jou antwoord.
- 3.6 Het jy gereelde kontak met jou mentor? Ja/Nee

Brei asb. uit op jou antwoord.
- 3.7 Hoe ervaar jy die kontak met jou mentor?
- 3.8 Het jy gereelde kontak met jou mede-studente? Ja/Nee

3.9 Hoe ervaar jy die kontak (of gebrek daaraan) met jou mede-studente?

Brei asb. uit op jou antwoord.

4. Samewerkende leer ervaring

4.1 Hoe het jy jou verskillende werksopdragte ervaar?

4.2 Reflekteer asb. oor die impak wat jou studies op jou klaskamerpraktyk het.

4.3 Kan jy aan my verduidelik of jou onderrig en leer metodes verbeter het sedert jy begin het met die Oop Afstandsonderrig Graad R diploma program?

5. Tegnologie

5.1 Verduidelik asb. aan my of jy tegniese uitdagings gedurende die afgelope jaar beleef het wat 'n impak gehad het op die sukses van jou studies. (Internet, telefoon, lugtyd, vervoer).

6. Afsluiting

6.1 Is daar enige strategieë wat jy kan voorstel wat die implementering van die Graad R diploma program kan verbeter?

Dankie dat jy gewillig was om deel te neem aan hierdie navorsing. Ek vertrou dat die betekenisvolle inligting wat verkry is deur jou deelname, sal bydra tot die daarstel van strategieë om uitdagings wat deur studente, mentors en dosente ervaar word, die hoof te bied.

ADDENDUM G: INTERVIEW SCHEDULES TEACHER-MENTORS

(English and Afrikaans)



Structure of semi-structured interview with teacher-mentors

Open Distance Learning Grade R diploma programme NWU,
Potchefstroom Campus

Research topic: Stakeholders' experiences of the implementation of an Open Distance Learning Grade R diploma programme

Researcher: Mrs. Retha Serfontein

Study leader: Dr. Ona Janse van Rensburg

I am currently enrolled for a Masters degree in Education at the NWU Potchefstroom Campus. As part of my Masters degree I use qualitative research methods to explore the stakeholders' experiences of the implementation of the Open Distance Learning Grade R diploma programme of the North-West University. My research aims to explore the challenges that students, teacher-mentors and lecturers experience in the implementation of the named programme. It is hoped that through the study, important information will be gained to determine the most viable strategies to overcome the challenges experienced by students, teacher-mentors and lecturers.

This interview schedule will be used as a guideline during the semi-structured interviews to gain information about the challenges that teacher-mentors encounter with the implementation of the ODL Grade R diploma programme. This semi-structured interview format will allow freedom and flexibility of expression and will enable the interviewer to probe concepts that may emerge as a result of the discussions. The interview will be conducted confidentially. Thank you for being willing and signing the form of consent to participate in this research. I just need to start off by filling in some biographical information.

1. Biographical information

Interviewee no.: _____

Age of interviewee: _____

Address (town only): _____

Rural area: _____ Urban area: _____

Home language: _____

Are you a qualified teacher: _____

Qualifications: _____

How many years of teaching experience do you have?

Are you currently working in an ECD centre? _____

How many years have you been teaching in an ECD centre? _____

How many years have you been teaching Grade R learners? _____

2. Course accessibility

2.1 Tell me about your overall experience of the implementation of the Grade R ODL programme?

2.2 What challenges do you experience as a mentor?

2.3 What challenges do you observe that the students encounter?

3. Communication and interaction

3.1 How do you see your role as mentor?

4. Collaborative learning experience

4.1 Elaborate on how students cope with putting theory into practice?

5. Technology

5.1 Did you experience that the students encounter any technical challenges such as lack of internet, lack of knowledge about the internet, telephone problems, airtime, and transport problems when going to class?

6. Conclusion

6.1 What kind of strategies do you think can be followed to improve the implementation of the Grade R diploma?

6.2 Is there anything else that you want to tell me regarding your experience of the implementation of this ODL Grade R diploma programme.

Thank you that you were willing to participate in this research. I believe that the important information gained from your participation will contribute to determine the most viable strategies to overcome the challenges experienced by students, teacher-mentors and lecturers.

Struktuur van die semi-gestruktureerde onderhoud met mentors

Oop Afstandsonderrig Graad R diploma program, NWU Potchefstroom Kampus

Onderwerp van navorsing: Stakeholders' experiences of the implementation of an Open Distance Learning Grade R diploma programme

Navorsers: Mrs. Retha Serfontein

Studie leier: Dr. Ona Janse van Rensburg

Ek is tans ingeskryf vir my Meestersgraad in Opvoedkunde by die NWU Potchefstroom kampus. As deel van my Meestersgraad gebruik ek kwalitatiewe navorsings metodes om die ervarings van die persone wat betrokke is by die implementering van die Oop Afstandsleer Graad R diploma program van die Noord-Wes Universiteit te ondersoek.

Hierdie onderhoudskedule sal as riglyn gebruik word gedurende die semi-gestruktureerde onderhoude om inligting in te samel rakende die uitdagings wat mentors teëkom gedurende die implementering van die Graad R diploma program. Die semi-gestruktureerde onderhoud formaat laat vryheid van uitdrukking toe en sal die onderhoudsvoerder in staat stel om ondersoek te doen na verdere konsepte wat gedurende die onderhoud na vore kom. Die onderhoud sal anoniem gevoer word. Baie dankie vir u bereidwilligheid om deel te wees van hierdie navorsing en vir die teken van die toestemmingsvorm tot deelname.

1. Biografiese inligting

Nommer van onderhoud.: _____

Datum: _____

Ouderdom van persoon: _____

Adres (net dorp): _____

Platteland: _____ Stedelik: _____

Huistaal: _____

Is jy 'n gekwalifiseerde onderwyser? _____

Kwalifikasie: _____

Werk jy tans in 'n laerskool of kleuterskool? _____

Hoeveel jaar ondervinding het jy? _____

Hoeveel jaar ondervinding het jy in 'n kleuterskool? _____

Hoeveel jaar ondervinding het jy in 'n Graad R? _____

2. Toeganklikheid van kursus

- 2.1 Kan jy my vertel van jou algemene ervaring van die Oop Afstandsleer Graad R diploma program?
- 2.2 Watter uitdagings ervaar jy as mentor?
- 2.3 Watter uitdagings neem jy waar ervaar die studente?

3. Kommunikasie en interaksie

- 3.1 Hoe sien jy jou rol as mentor?

4. Samewerkende leer ervaring

- 4.1 Brei asb. uit oor hoe die student die teorie en praktyk by mekaar uitbring.

5. Tegnologie

- 5.1 Het jy ervaar dat die studente tegniese uitdagings beleef het soos die gebrek aan internet, gebrek aan kennis oor die internet, telefoon probleme, gebrek aan lugtyd, of vervoer probleme wanneer hulle klas het?

6. Afsluiting

- 6.1 Watter tipe strategieë dink jy kan gevolg word om die implementering van die Graad R diploma program te verbeter?
- 6.2 Is daar enige iets anders wat jy my wil vertel rakende die implementering van die Graad R diploma program?

Dankie dat jy gewillig was om deel te neem aan hierdie navorsing. Ek vertrou dat die betekenisvolle inligting wat verkry is deur jou deelname, sal bydra tot die daarstel van strategieë om uitdagings wat deur studente, mentors en dosente ervaar word, die hoof te bied.

ADDENDUM H: INTERVIEW SCHEDULES LECTURERS

(English and Afrikaans)



Structure of semi-structured interview with lecturers

Open Distance Learning Grade R diploma programme NWU,
Potchefstroom Campus

Research topic: Stakeholders' experiences of the implementation of an Open Distance Learning Grade R diploma programme

Researcher: Mrs. Retha Serfontein

Study leader: Dr. Ona Janse van Rensburg

I am currently enrolled for a Masters degree in Education at the NWU Potchefstroom Campus. As part of my Masters degree I use qualitative research methods to explore the stakeholders' experiences of the implementation of the Open Distance Learning Grade R diploma programme of the North-West University. My research aims to explore the challenges that students, teacher-mentors and lecturers experience in the implementation of the named programme. It is hoped that through the study, important information will be gained to determine the most viable strategies to overcome the challenges experienced by students, teacher-mentors and lecturers.

This interview schedule will be used as a guideline during the semi-structured interviews to gain information about the challenges that lecturers encounter with the implementation of the ODL Grade R diploma programme. This semi-structured interview format will allow freedom and flexibility of expression and will enable the interviewer to probe concepts that may emerge as a result of the discussions. The interview will be conducted confidentially. Thank you for being willing and signing the form of consent to participate in this research. I just need to start off by filling in some biographical information.

Biographical information of lecturer participant

Interviewee no.: 1 2 3 4

Address (town only): _____

Home language: _____

Language of instruction at the university: _____

Qualifications: _____

Years of teaching experience in teaching Grade R: _____

Years of experience in lecturing in ODL Higher Education: _____

Years of experience in lecturing in Higher Education (not ODL): _____

Questions

I want to remind you that this interview only focuses on your experiences as a stakeholder of the implementation of an Open Distance Learning Grade R diploma programme.

1. How do you perceive the overall implementation of this programme?

Were there challenges in the past year for you as a lecturer according to:

2. Course accessibility?
3. Communication and interaction with students?
4. Collaborative learning experiences of the students?
5. Technical issues?

Did you experience any challenges that the students encountered according to the:

6. Course accessibility?
7. Communication and interaction with lecturers?
8. Collaborative learning experiences?
9. Technical issues?
10. Tell me about the role teacher-mentors play in this programme?

General

11. What kind of strategies do you think can be followed to improve the overall implementation of the Grade R diploma?
12. Is there anything else that you want to tell me regarding your experience of the implementation of this ODL Grade R diploma programme?

Conclusion

Thank you that you were willing to participate in this research. I believe that the important information gained from your participation will contribute to determine the most viable strategies to overcome the challenges experienced by students, teacher-mentors and lecturers.

Struktuur van die semi-gestruktureerde onderhoude met dosente

Oop Afstandsonderrig Graad R diploma program, NWU Potchefstroom Kampus

Onderwerp van navorsing: Stakeholders' experiences of the implementation of an Open Distance Learning Grade R diploma programme

Navorser: Mrs. Retha Serfontein

Studie leier: Dr. Ona Janse van Rensburg

Ek is tans ingeskryf vir my Meestersgraad in Opvoedkunde by die NWU Potchefstroom kampus. As deel van my Meestersgraad gebruik ek kwalitatiewe navorsings metodes om die ervarings van die persone wat betrokke is by die implementering van die Oop Afstandsleer Graad R diploma program van die Noord-Wes Universiteit te ondersoek.

Hierdie onderhoudskedule sal as riglyn gebruik word gedurende die semi-gestruktureerde onderhoude om inligting in te samel rakende die uitdagings wat dosente teëkom gedurende die implementering van die Graad R diploma program. Die semi-gestruktureerde onderhoud formaat laat vryheid van uitdrukking toe en sal die onderhoudsvoerder in staat stel om ondersoek te doen na verdere konsepte wat gedurende die onderhoud na vore kom. Die onderhoud sal anoniem gevoer word. Baie dankie vir u bereidwilligheid om deel te wees van hierdie navorsing en vir die teken van die toestemmingsvorm tot deelname.

1. Biografiese inligting van die dosente deelnemer

Onderhoud nr.: 1 2 3 4

Adres (net dorp): _____

Huistaal: _____

Taal van onderrig by die universiteit: _____

Kwalifikasies: _____

Jare ondervinding in Graad R: _____

Jare ondervinding in klasgee by Oop Afstandsonderrig hoër onderwys: _____

Jare ondervinding in klasgee in Hoër onderwys (nie Oop Afstandsleer): _____

Vrae

Ek wil u daaraan herinner dat hierdie onderhoud slegs fokus op u ervaring as 'n belanghebbende/deelnemer van die implementering van die Oop Afstandslere Graad R diploma program van die Noord-Wes Universiteit.

1. Hoe ervaar u die oor die algemeen die implementering van die program?
2. **Was daar uitdagings vir u as dosent rakende:**
 - 2.1 Toeganklikheid van kursus?
 - 2.2 Kommunikasie en interaksie?
 - 2.3 Samewerkende leer ervaring?
 - 2.4 Tegnieke aspekte?
3. **Het u ervaar dat daar uitdagings is wat die studente teëgekom het rondom:**
 - 3.1 Toeganklikheid van kursus?
 - 3.2 Kommunikasie en interaksie?
 - 3.3 Samewerkende leer ervaring?
 - 3.4 Tegnieke aspekte?
4. Watter rol speel die onderwyser-mentors in die program?

Algemeen

5. Watter tipe strategieë kan gevolg word om die implementering van die Graad R diploma oor die algemeen te verbeter?
6. Is daar enige iets anders wat u met my sou wou deel rakende u ervaring van die implementering van die Oop Afstandsonderrig Graad R diploma program?

Dankie dat u gewillig was om deel te neem aan hierdie navorsing. Ek vertrou dat die betekenisvolle inligting wat verkry is deur u deelname, sal bydra tot die daarstel van strategieë om uitdagings wat deur studente, mentors en dosente ervaar word, die hoof te bied.

ADDENDUM I: ABRIDGED VERBATIM INTERVIEWS

Table 2: Accessibility

Student	Snippet	Code	Theme	Category
RS2	<i>Dit sal ook finansieel baie erg uitwerk.</i>	ODL cheaper	Accessibility - cost	Accessibility
RS3	<i>To stay overnight... it is very costly.</i>	ODL cheaper	Accessibility - cost	Accessibility
DS3	<i>... because I am working during the day and that is how I get the finance to pay for my studies.</i>	Allows work and study	Accessibility - cost	Accessibility
RS3	<i>It is to reach information in time, ... that was my challenge. But anyhow I have to pay I have to go to town.</i>	Allows work and study	Accessibility - cost	Accessibility
RS3	<i>I don't have access to internet. You see this is a village and sometimes no electricity and all those things. The facilities are sometimes very poor.</i>	Facilities poor.	Accessibility - cost	Accessibility
DS2	Yes, - (whiteboard sessions in Lichtenburg)	Allows work and study	Accessibility - cost	Accessibility
CS2	...(if you did on campus studies you would not have had an income.)	Allows work and study	Accessibility - cost	Accessibility
PS3	<i>ODL is the cheapest option.</i>	Affordable	Accessibility - cost	Accessibility
PS1	<i>Ek wou werk en swot.</i>	Allows work and study	Accessibility - distance	Accessibility
PS3	<i>NWU Potchefstroom is very important to me and I can access it only through ODL, as I am stationed in Pretoria.</i>	Allows remote students to access NWU-PUK campus.	Accessibility - distance	Accessibility

PS3	<i>I am working full-time and cannot attend on-campus classes</i>	Allows work and study	Accessibility - distance	Accessibility
PS2	<i>Ek werk en kan nie klas loop nie. Ek kan dit nie bekostig nie.</i>	Allows work and study	Accessibility - distance	Accessibility
RS1	<i>Ek het verkies om dit “distance” te doen dalk omdat ek tydelik ook kan werk en ondervinding kan opdoen.</i>	Allows work and study	Accessibility - distance	Accessibility
RS1	<i>Ek wil maar hier bly</i>	Not ready to leave home.	Accessibility - distance	Accessibility
RS2	<i>Ek sal eerder hier by my ma wil wees en weet sy hou toesig oor my dat ek leer en ek doen my take.</i>	Not ready to leave home.	Accessibility - distance	Accessibility
RS3	<i>I am a committed mother as I told you. So I don't have enough time to go into classes.</i>	Allows work and study	Accessibility - distance	Accessibility
RS3	<i>Potchefstroom is very far and most of us we are mothers and we have families.</i>	Allows work and study	Accessibility - distance	Accessibility
DS1	<i>I have a family</i>	Allows work and study	Accessibility - distance	Accessibility
DS2	<i>I have two children. I have to maintain them</i>	Allows work and study	Accessibility - distance	Accessibility
DS2	<i>(...you have the job at the police station)</i>	Allows work and study	Accessibility - distance	Accessibility
DS1	<i>Too much travelling. I have to travel from here to Vryburg</i>	Whiteboard far	Accessibility - distance	Accessibility
CS1	<i>... want ek is nie eintlik een wat in 'n groot plek kan gaan nie ek het 'n bietjie van 'n jy weet ... Saam met groepe is ek nie goed nie.</i>	Allows work and study	Accessibility - distance	Accessibility
CS3	<i>... ek het mos 'n seuntjie - van die huis af leer en ek werk mos dan sal ons mos nou albei baat.</i>	Allows work and study	Accessibility - distance	Accessibility

Table 3: Application of theory

Student	Snippet	Code	Theme	Category
CS1	<i>Ja daar was baie goed wat my gehelp het wat ek daarop gesien het.</i>	Whiteboard sessions helpful.	Application of theory	Collaborative learning experience
CS2	Yes.	Whiteboard sessions helpful.	Application of theory	Collaborative learning experience
CS3	<i>Want kyk, soos daar's baie goed wat mens nie verstaan nie, maar as jy na die whiteboard session gekyk het oor daai spesifieke ding, en dan sal jy agterna besef maar daai ding het mos regtig vir my gehelp.</i>	Whiteboard sessions helpful.	Application of theory	Collaborative learning experience
PS2	<i>Die UNISA goed het my nogal baie gehelp hierdie jaar. Die Level 5 UNISA.</i>	Prior learning helps	Application of theory	Collaborative learning experience
PS3	<i>I experienced a lot. I learned a lot about what I didn't know.</i>	Assignments useful	Application of theory	Collaborative learning experience
DS2	<i>Yes I can do it. I think so madam.</i> (I am a better teacher)	Assignments useful	Application of theory	Collaborative learning experience
PS3	<i>Yes they teach me a lot, to teach the children in the class.</i>	Assignments useful	Application of theory	Collaborative learning experience
PS3	<i>And coming to the exams I made a reference to the assignments then it helped me a lot.</i>	Assignments useful	Application of theory	Collaborative learning experience
CS1	<i>Dit het my nogals gehelp want as jy jou werksopdragte goed gedoen het dink ek nie jy kan verkeerd gaan nie.</i> (Assignments are preparation for exam).	Assignments useful	Application of theory	Collaborative learning experience

CS3	Nee dit was heeltemal goed vir my want ek het elke dag iets nuut geleer.	Assignments useful	Application of theory	Collaborative learning experience
CS3	<i>Die computer practical - wel ons was nou April maand was ons weg gewees en dit was maklik.</i>	Assignments useful	Application of theory	Collaborative learning experience
PS3	<i>I will read and then do it practical in the class</i>	Assignments useful	Application of theory	Collaborative learning experience
DS3	<i>Because what I have learnt from the book is that is what I am practicing in my classroom.</i>	Prior learning helps	Application of theory	Collaborative learning experience
CS1	<i>Toe het ek nou hierdie aktiwiteite met hulle gedoen wat dit kan help en dit was nogals fun want jy weet wat om te doen.</i>	Theory and practice integrated	Application of theory	Collaborative learning experience
CS1	<i>Die seuntjie kon nie knip nie. En hy kan nou beter bietjie knip.</i>	Theory and practice integrated	Application of theory	Collaborative learning experience
CS2	<i>I improved a lot because the modules actually helped me because ehm, because the way you have to interact with the children.</i>	Theory and practice integrated	Application of theory	Collaborative learning experience
CS3	<i>... die hyperactive en die anner ene, dit was so maklik want terwyl ek eksamen geskryf het toe besef ek maar dis mos daai daai dag het so iets gebeur, sien.</i>	Theory and practice integrated	Application of theory	Collaborative learning experience
PS3	<i>When coming to the pencil grip. I have learnt a lot I didn't know before. I have discovering a lot Mevrouw (par. 55).</i>	Theory and practice integrated	Application of theory	Collaborative learning experience
DS2	<i>We didn't realise before that anything that the children do on the playground, in the house where they are they are experiencing the mathematical concepts - they are learning through play.</i>	Assignments useful	Application of theory	Collaborative learning experience

DS3	<i>I didn't prepare for mathematics. But now I have learnt OK if I am talking about transport I know how to integrate the language and the maths and the Lifeskills (par.58). It is really improving the standard that I used to teach.</i>	Prior learning helps	Application of theory	Collaborative learning experience
CS1	<i>Hulle het nie eers met my gepraat soos aan die begin nie hulle het vir my geluister en stil gesit (par.66).(With the second 3 weeks practicals)</i>	Theory and practice integrated	Application of theory	Collaborative learning experience
RS1	<i>Dit is "challenging" eintlik om met kinders te werk. Dissipline was vir my moeilik.</i>	Not much experience.	Application of theory	Collaborative learning experiences
RS2	<i>Ek glo regtig so. Ja soos die een vak "Handwriting". Ek is mal daaroor. Vir my glo ek dit gaan my eendag help.</i>	Student positive about studies.	Application of theory	Collaborative learning experiences
RS3	<i>I didn't know how to plan like making lesson plans and conducting in the classroom, making sure that that lesson plan is being conducted.</i>	Student positive about studies.	Application of theory	Collaborative learning experiences

Table 4: Student - lecturer relationship

Student	Snippet	Code	Theme	Category
PS1	<i>Die liggie gaan weer aan (par.42).</i>	Theory and practice integrated	Student - lecturer relationship	Collaborative learning experience
PS1	<i>Net weer die bevestiging daarvan.</i>	Theory and practice integrated	Student - lecturer relationship	Collaborative learning experience
PS2	<i>Dit het definitief 'n impak gehad</i>	Theory and practice integrated	Student - lecturer relationship	Collaborative learning experience
PS2	<i>Hulle sê presies hoe moet jy doen. Dit is so mooi uiteengesit, so asof hulle dit presies vir my geskryf het.</i>	Theory and practice integrated	Student - lecturer relationship	Collaborative learning experience
CS3	<i>Mm soos nou is veral die kind se handskrif.</i>	Theory and practice integrated	Student - lecturer relationship	Collaborative learning experience
PS1	<i>Dit het nie dramaties verander nie</i>	Theory and practice integrated	Student - lecturer relationship	Collaborative learning experience
PS2	<i>Sal iemand aanstoot neem as ek 'n voorbeeld van 'n ander universiteit gee en hoe hulle dit uiteensit? Ek het nou al ander studente gesien wat by ons prakties doen. Hulle goed is fantasties mooi uiteengesit.</i>	Needs contact with lecturer.	Student - lecturer relationship	Collaborative learning experience

Table 5: Student - mentor relationship

Student	Snippet	Code	Theme	Theme
DS2	<i>... problem is that the teachers, eh, the mentors at school some of them it seems they don't understand too much of the Grade R program .</i>	Negative mentor interaction	Student - mentor relationship	Collaborative learning experience
PS1	<i>Ek het gereelde kontak met my mentor.</i>	Positive mentor interaction	Student - mentor relationship	Collaborative learning experience
PS1	<i>Ek geniet dit om by iemand anders te bevestig as ek 'n taak aanpak.</i>	Positive mentor interaction	Student - mentor relationship	Collaborative learning experience
PS3	<i>She is at the school.</i>	Positive mentor interaction	Student - mentor relationship	Collaborative learning experience
PS3	<i>In everything she assist. She is trying for her best.</i>	Positive mentor interaction	Student - mentor relationship	Collaborative learning experience
PS3	<i>She encourage us to go on with our studies.</i>	Positive mentor interaction	Student - mentor relationship	Collaborative learning experience
PS2	<i>Ek het baie goeie kontak met haar (mentor) hoewel dit baie moeilik is vir haar om uit haar klas uit by my en Juf. A te kom insit.</i>	Positive mentor interaction	Student - mentor relationship	Collaborative learning experience
PS2	<i>Dit gebeur dat sy net nie by my goeters kan uitkom nie – dan moet ek alles op so hopie sit en dan gaan ek een middag met 'n paar goed na haar.</i>	Positive mentor interaction	Student - mentor relationship	Collaborative learning experience
CS1	<i>O die juffrou? O ok, nee sy help my nogals baie. Soos sê nou maar ek het vrae dan sms ek haar gou die vragie dan sal sy my nogals antwoord as sy by die huis kom.</i>	Positive mentor interaction	Student - mentor relationship	Collaborative learning experience

CS2	<i>Yes, she works with me.... But she teach Grade 3's, so there are times where we need to be assessed she will come to class where I am supposed to be and she will assess me there.</i>	Positive mentor interaction	Student - mentor relationship	Collaborative learning experience
CS3	<i>Nee ons is amper elke dag bymekaar - Hy is by die skool ja. En hy is die adjunk hoof.. Hy doen die hele skool se admin.</i>	Positive mentor interaction	Student - mentor relationship	Collaborative learning experience
PS1	<i>Dit help. Sy is by die graad R'e.</i>	Positive relationship	Student - mentor relationship	Collaborative learning experience
PS2	<i>Daar is maar net nie ondersteuning nie. Glad nie. Ons mentor is besig.</i>	Lack of support	Student - mentor relationship	Collaborative learning experience
CS1	<i>Ja sy is super sweet. Sy help my enige tyd.</i>	Positive mentor interaction	Student - mentor relationship	Collaborative learning experience
CS2	<i>Very well...I can ask for help.</i>	Positive mentor interaction	Student - mentor relationship	Collaborative learning experience
CS3	<i>... positief oor jou kontak met jou mentor - Ja ja.</i>	Positive mentor interaction	Student - mentor relationship	Collaborative learning experience
CS1	<i>... hoe ek moet praat met hulle want ek is 'n baie sagte mens ek kan nie met 'n kind raas nie of hard praat soos die juffrou nou nie ... so daai het my nogals gehelp (mentor gave guidance)</i>	Positive mentor interaction	Student - mentor relationship	Collaborative learning experience
DS1	<i>Sestswana is difficult but she (the mentor) is helping me.</i>	Good contact with mentor.	Student - mentor relationship.	Collaborative learning experiences

RS1	<i>Nie eintlik kontak met mentor.</i>	Limited contact mentor.	Student - mentor relationship.	Collaborative learning experiences
RS2	<i>Geen kontak met mentor. Het haar nog nie ontmoet nie.</i>	Limited contact mentor.	Student - mentor relationship.	Collaborative learning experiences
RS2	<i>Werkstukke is gedoen sonder om mentor te kontak.</i>	Limited contact mentor.	Student - mentor relationship.	Collaborative learning experiences
RS3	<i>Student has regular contact with teacher-mentor. She is deputy-principal as you see she is always here. Punctual and helpful even on my assignment she was available to help me.</i>	Good contact with mentor.	Student - mentor relationship.	Collaborative learning experiences
DS1	<i>Mm I have time. If I don't have time I have to go to her house.</i>	Limited contact mentor.	Student - mentor relationship.	Collaborative learning experiences
DS2	<i>For the practicals yes.</i>	Good contact with mentor.	Student - mentor relationship.	Collaborative learning experiences
DS3	<i>Yes I do have regular contact with your mentor. When I really need help I do run to her. She is there to be found.</i>	Good contact with mentor.	Student - mentor relationship.	Collaborative learning experiences
RS1	<i>Sy (mentor) het my al baie genooi. Sy was bereid om my te help.</i>	Mentor: positive about helping student	Student - mentor relationship.	Collaborative learning experiences
RS3	<i>She is very helpful this lady. She is motivating me a lot.</i>	Good relationship.	Student - mentor relationship.	Collaborative learning experiences

DS2	<i>Mm. they are helpful (par.63).</i>	Good contact with mentor.	Student - mentor relationship.	Collaborative learning experiences
DS3	<i>...very good although she is also busy sometimes the she is not there to be found easily.</i>	Good contact with mentor.	Student - mentor relationship.	Collaborative learning experiences

Table 6: Student - school relationship

Student	Snippet	Code	Theme	Theme
PS1	<i>Die praktiese inligting kan ek hier kry.</i>	School assists	Student - school relationship	Collaborative learning experience
PS1	<i>Vir die eksamen gee die skool een dag studieverlof en een dag verlof vir skryf wat vol betaal is.</i>	School assists	Student - school relationship	Collaborative learning experience
RS1	<i>Ja definitief 'n impak gehad. Veral met die dissipline en bullying. Goed wat ek nie rêrig voorheen geweet het nie.</i>	Put theory into practice.	Student - school relationship.	Collaborative learning experiences
DS1	<i>I try to be a better teacher. Because I can manage.</i>	Put theory into practice.	Student - school relationship.	Collaborative learning experiences
RS1	<i>Ek het al 5 lesse en 5 lesse aangebied. Daar is verskillende, baie nuwe metodes wat ek geleer het.</i>	Learnt through practical time at school	Student - school relationship.	Collaborative learning experiences
RS3	<i>I can see that I have improved. Yes it did. It changed a lot.</i>	Student positive about studies.	Student - school relationship.	Collaborative learning experiences
DS1	<i>... don't shout at them, don't shout at young children you know, talk to him, she will understand ...</i>	Put theory into practice.	Student - school relationship.	Collaborative learning experiences
CS2	<i>Then I will sort out that stuff and come to work and get the stuff on the school's internet -Like at home I have internet but I must just, ... I can't download, I can just research the stuff.</i>	Insufficient home internet facilities.	Student - school relationship.	Collaborative learning experiences

Table 7: Student - student relationship

Student	Snippet	Code	Theme	Theme
PS1	<i>Ons praat nogal gereeld. Ons het name uitgeruil en nommers by die Witbordsessie.</i>	Students communication	Student - student relationship	Collaborative learning experience
PS3	<i>We were together with the others but I am not contacting them.</i>	Students communication	Student - student relationship	Collaborative learning experience
PS3	<i>No need for more contact with students: No I am fine.</i>	Students communication	Student - student relationship	Collaborative learning experience
PS2	<i>As ons net almal by mekaar kan sit.</i>	Students communication	Student - student relationship	Collaborative learning experience
CS1	<i>Ja met die tweetjies wat ek vir jou die nommers van gegee het, Estie en Daniel. Hulle het ek mee kontak. Omdat ons bietjie ver bly ons sal mekaar sms en goed en vra sê nou maar ons het help nodig en dan bel ons mekaar (par.50,51).</i>	Students communication	Student - student relationship	Collaborative learning experience
CS2	<i>And we correspond each other. If we struggle, then we correspond.</i>	Students communication	Student - student relationship	Collaborative learning experience
CS2	<i>We will email each other now and then and she will ask me if I got my things, if I got my exam dates, something like that and if I struggle or she struggle then we will help each other.</i>	Students communication	Student - student relationship	Collaborative learning experience
PS1	<i>Dit help nogal met die take (par.37)</i>	Students communicate	Student - student relationship	Collaborative learning experience
PS2	<i>Ons het nogal gereelde kontak. As ek vashaak by 'n plek dan stuur ek vir Cathy 'n sms.</i>	Students communicate	Student - student relationship	Collaborative learning experience

DS2	Par.38&39. <i>It helps and more contact will be nice.</i>	Students communication	Student - student relationship	Collaborative learning experience
PS2	<i>Ek wens eintlik ons kan 'n studiegroep begin. Dan kan ons sê so vyf of ses mense saam sit. Dis regtig net "amazing" om te sien hoe ander mense en ander skole dinge anders doen. Mense is suinig op hulle naweke.</i>	Needs contact with peers.	Student - student relationship	Collaborative learning experience
DS1	<i>Mm (yes - confirm with head)</i>	Good relationship with peers.	Student - student relationship.	Collaborative learning experiences
DS1	<i>The other one is Mafekeng, the other is in Sannieshof, she is doing first year and the two others are staying in, is it Zeerust or Koster.</i>	Students in D far from each other.	Student - student relationship.	Collaborative learning experiences
DS2	<i>... there is that one at Zeerust, two at Zeerust. We just go through Whats-apps (par.36). The other one is Kate at Delareyville, the other two Sekhute's they stay at the village(par.40).</i>	Students in D far from each other.	Student - student relationship.	Collaborative learning experiences
RS1	<i>Ons is net twee studente in Rustenburg.</i>	Few students in R.	Student - student relationship.	Collaborative learning experiences
RS3	<i>I met Ashley, another student. Understand we are only two. But Ashley helps me. She encouraged me.</i>	Good relationship with peers.	Student - student relationship.	Collaborative learning experiences
RS1	<i>Ek weet toe ons geleer het ook, dan sit ek hier en dan dink ek dat ek net gou by haar hoor of sy nie gou kan help nie.</i>	Relationship positive. It helps	Student - student relationship.	Collaborative learning experiences
DS3	<i>No not at all. I have one student who is my friend. Yes I would like to have it. Maybe if we could have a group WhatsApp.</i>	Need for contact students	Student - student relationship.	Collaborative learning experiences
RS1	<i>(Student contact via sms and phone.)</i>	Relationship positive. It helps	Student - student relationship.	Collaborative learning experiences

RS2	<i>Ek het een vriendin gehad, Chine, sy het saam met my dit gestudeer en toe sê sy net een dag sy gaan ophou sy hou nie baie van dit nie.</i>	Relationship positive. It helps	Student - student relationship.	Collaborative learning experiences
RS2	<i>Ja dit was lekker gewees, maar nou is sy nie meer daar nie.</i>	Misses the contact with fellow students	Student - student relationship.	Collaborative learning experiences
DS1	<i>We have to talk with the phone to help each other (par. 43)</i>	Good relationship with peers.	Student - student relationship.	Collaborative learning experiences
DS1	<i>But more are coming to me ask me questions so they can understand</i> (Prospective students often ask the student about the course)	Good relationship with peers.	Student - student relationship.	Collaborative learning experiences

Table 8: Student-student relationship grouped together according to age of the students

Age	Student	Snippet	Code	Theme	Category
<30	PS1	<i>Ons praat nogal gereeld. Ons het name uitgeruil en nommers by die Witbordsessie.</i>	Students communication	Student - student relationship	Collaborative learning experience
<30	CS1	<i>Ja met die tweetjies wat ek vir jou die nommers van gegee het, Estie en Daniel. Hulle het ek mee kontak. Omdat ons bietjie ver bly ons sal mekaar sms en goed en vra sê nou maar ons het help nodig en dan bel ons mekaar (par.50,51).</i>	Students communication	Student - student relationship	Collaborative learning experience
<30	CS2	<i>And we correspond each other. If we struggle, then we correspond.</i>	Students communication	Student - student relationship	Collaborative learning experience
<30	CS2	<i>We will email each other now and then and she will ask me if I got my things, if I got my exam dates, something like that and if I struggle or she struggle then we will help each other.</i>	Students communication	Student - student relationship	Collaborative learning experience
<30	PS1	<i>Dit help nogal met die take (par.37)</i>	Students communicate	Student - student relationship	Collaborative learning experience
<30	RS1	<i>Ons is net twee studente in Rustenburg.</i>	Few students in R.	Student - student relationship.	Collaborative learning experiences
<30	RS1	<i>Ek weet toe ons geleer het ook, dan sit ek hier en dan dink ek dat ek net gou by haar hoor of sy nie gou kan help nie.</i>	Relationship positive. It helps	Student - student relationship.	Collaborative learning experiences
<30	RS1	<i>Student contact via sms and phone.</i>	Relationship positive. It helps	Student - student relationship.	Collaborative learning experiences
<30	RS2	<i>Ek het een vriendin gehad, Chine, sy het saam met my dit gestudeer en toe sê sy net een dag sy gaan ophou sy hou nie baie van dit nie.</i>	Relationship positive. It helps	Student - student relationship.	Collaborative learning experiences

<30	RS2	<i>Ja dit was lekker gewees, maar nou is sy nie meer daar nie.</i>	Misses the contact with fellow students	Student - student relationship.	Collaborative learning experiences
>30	PS3	<i>We were together with the others but I am not contacting them.</i>	Students communication	Student - student relationship	Collaborative learning experience
>30	PS3	(No need for more contact with students): <i>No I am fine.</i>	Students communication	Student - student relationship	Collaborative learning experience
>30	PS2	<i>As ons net almal by mekaar kan sit.</i>	Students communication	Student - student relationship	Collaborative learning experience
>30	PS2	<i>Ons het nogal gereelde kontak. As ek vashaak by 'n plek dan stuur ek vir Cathy 'n sms.</i>	Students communicate	Student - student relationship	Collaborative learning experience
>30	DS2	<i>Par.38&39. It helps and more contact will be nice.</i>	Students communication	Student - student relationship	Collaborative learning experience
>30	PS2	<i>Ek wens eintlik ons kan 'n studiegroep begin. Dan kan ons sê so vyf of ses mense saam sit. Dis regtig net "amazing" om te sien hoe ander mense en ander skole dinge anders doen. Mense is suinig op hulle naweke.</i>	Needs contact with peers.	Student - student relationship	Collaborative learning experience
>30	DS1	<i>Mm (yes - confirm with head)</i>	Good relationship with peers.	Student - student relationship.	Collaborative learning experiences
>30	DS1	<i>The other one is Mafekeng, the other is in Sannieshof, she is doing first year and the two others are staying in, is it Zeerust or Koster.</i>	Students in D far from each other.	Student - student relationship.	Collaborative learning experiences
>30	DS2	<i>... there is that one at Zeerust, tow at Zeerust. We just go through Whats-apps (par.36). The other one is Kate at Delareyville, the other two Sekhute's they stay at the village(par.40).</i>	Students in D far from each other.	Student - student relationship.	Collaborative learning experiences

>30	RS3	<i>I met Ashley, another student. I understand we are only two. But Ashley helps me. She encouraged me.</i>	Good relationship with peers.	Student - student relationship.	Collaborative learning experiences
>30	DS1	<i>We have to talk with the phone to help each other (par. 43)</i>	Good relationship with peers.	Student - student relationship.	Collaborative learning experiences
>30	DS3	<i>No not at all. I have one student who is my friend.</i>	Need for contact students	Student - student relationship.	Collaborative learning experiences
>30	DS1	<i>But more are coming to me ask me questions so they can understand</i>	Good relationship with peers.	Student - student relationship.	Collaborative learning experiences

Table 9: Initial information

Communication - initial information				
Student	Snippet	Code	Theme	Category
DS1	<i>... they tell me you are not supposed to be here you are supposed to be at Lichtenburg.</i>	Feedback administrative office	Communication - initial information	Communication
PS1	<i>Vir iemand wat nou net moet begin is dit nag want jy weet nie wat daar aangaan nie.</i>	Poor Communication to students.	Communication - initial information	Communication
CS1	<i>... as jy bel het hulle partykeer vir my verkeerde datums gegee het. Die tannie het vir my gesê ek moet my goed volgende jaar April ingee en ek moes dit September al ingegee het – my portefeulje (par.12). Toe moes ek my portefeulje in 'n week klaar maak.</i>	Poor communication to students.	Communication - initial information	Communication
CS3	<i>En daar is mos nou die boekie wat jy het so as jy voel die een kan nie nou, reply nie nou nie dan vat jy 'n ander se email adres of nommer.</i>	Communication to students – use booklet.	Communication - initial information	Communication
PS1	<i>...wie email jy om te hoor is jou taak nou daar?</i>	Lack of feedback	Communication - initial information	Communication
CS1	<i>Ek het nie geweet wie om te email nie.</i>	Poor Communication to students.	Communication - initial information	Communication
CS2	<i>And for my second year I got no timetable and I got no exam dates to know when to write. I never wrote I must now also do it next year.</i>	Poor communication to students.	Communication - initial information	Communication
CS2	<i>...so he sent back an email to say I mustn't send it to the lecturers, I must first send it to him and he will forward it to the lecturers.</i>	Poor communication to students.	Communication - initial information	Communication
PS1	<i>Al wat my pla is toe ons ingeskryf het het hulle net gesê daar moet 'n mentor wees. Nou word verwag sy moet 'n kursus doen...</i>	Insufficient communication.	Communication - initial information	Communication
PS1	<i>Dis nie lekker deurgegee nie. Die inligting was moeilik. En dit was deurmekaar.</i>	Insufficient communication.	Communication - initial information	Communication

RS3	<i>... but there is somewhere then you need to ask a question. Then I don't know how to do it, how will I ask a question now, do I have to... stop this machine or do what. That one was a problem.</i>	Technically challenged	Communication - initial information	Communication
RS1	<i>Selfs toe ons aan die begin gekorrespondeer het met hulle het hulle dadelik terugvoer gegee.</i>	Positive about studies and contact.	Communication - initial information	Communication
DS1	<i>You know, because it is our first year, they should have explained to us. You can read the book nê, but you don't understand what exactly what they are saying here.</i>	Positive about studies and contact.	Communication - initial information	Communication
DS1	<i>... they don't show us you can check on the ... book you don't have to go to the whiteboard, you have to go there.</i>	Positive about studies and contact.	Communication - initial information	Communication
DS2	<i>I only found I attend the last sessions but it was good for me</i>	Lack of communication /information	Communication - initial information	Communication
DS1	<i>... I don't know how am I going to ask . You would like them to help you to understand how the whiteboard works, that you can also ask questions.</i>	Positive about studies and contact.	Communication - initial information	Communication
DS2	<i>I was not aware of the contact session venue. I didn't realise. I didn't knew. I only found during August September. (par.24&27). I think it is me I didn't read the book correctly (par.28).</i>	Lack of communication /information	Communication - initial information	Communication
PS3	<i>I struggled with the Whiteboard sessions. It was my first time attending the Whiteboards (par. 4).</i>	Need for facilitators	Communication - initial information	Communication

Table 10: Communication personal feedback - positive

	Communication personal feedback - positive			
Student	Snippet	Code	Theme	Category
CS2	<i>The whiteboard actually helped me a lot because I was the only student in the classroom and but I had like a mentor, a lady ...to assist me. The whole time for me. And I could ask her questions and she helped me and I took notes in between so for me the whiteboard was a good idea to have actually. It helped me a lot</i>	Positive About facilitate	Communication personal feedback: pos	Communication
CS2	Yes a lot (it would be a problem if she didn't have any contact with fellow students).	Need for contact students	Communication personal feedback: pos	Communication
CS2	Yes with people in my area (she would like to have more contact).	Need for contact students	Communication personal feedback: pos	Communication
DS3	<i>A break. Or maybe in the course where they have a session where they can say this time you can group yourself together, talking.</i>	Need for contact students	Communication personal feedback: pos	Communication
CS2	<i>I am positive now. Cause I got feedback and I get help.</i>	Time lapse for feedback too much.	Communication personal feedback: pos	Communication
PS2	<i>Ek het terugvoer gekry. Ek het terugvoer gekry van die mense van die universiteit, van die vroujie van Corben wat in beheer is daar en die tegniese span mense het ook vir my terugvoer gegee.</i>	Reported whiteboard not working	Communication personal feedback: pos	Communication
CS2	<i>So one will say, S, I leave you, it in your hands, you can do it (par.88).</i>	Positive about quality of feedback mentor	Communication personal feedback: pos	Communication
CS2	<i>... there's things I improve on it's like my first year working with these things - (teacher will say) you are excellent in the class but you must just be a</i>	Positive about quality of	Communication personal	Communication

	<i>bit stronger.</i>	feedback mentor	feedback: pos	
CS2	<i>And she had to ... the faci... the lady who helped me, she had to ask them to speak louder because it was too soft</i>	Help from facilitator.	Communication personal feedback: pos	Communication
CS2	<i>... put the sessions on my flash stick - Now she made me an account. If I missed anything I can go to the account and they will put from day 1 till now.</i>	Help from facilitator.	Communication personal feedback: pos	Communication
CS1	<i>Ek het dit gepos. En hulle het dit vinnig terug gestuur ook.</i>	Feedback good	Communication personal feedback: pos	Communication
CS1	<i>Ja hulle het my nogals geantwoord</i>	Feedback good	Communication personal feedback: pos	Communication
CS2	<i>Yes - Via email</i>	Feedback good	Communication personal feedback: pos	Communication
CS2	<i>Email feedback: From all of them - Not a long time</i>	Feedback good	Communication personal feedback: pos	Communication
CS3	<i>... my kontak is baie goed met hulle - ... ek het hulle almal se nommers plus hulle emails gesave so as ek iets wil vra dan stuur ek net 'n epos of ek bel.</i>	Feedback good	Communication personal feedback: pos	Communication
DS2	<i>... they are helpful, they are good.</i>	Feedback good	Communication personal feedback: pos	Communication

DS3	<i>... friendly -sometimes they look scary.</i>	Feedback good	Communication personal feedback: pos	Communication
PS1	<i>En die eksamen is afbakeninge soos wat mens op skool afbakeninge gekry het. As jy dit doen dan doen jy goed.</i>	Informative	Communication personal feedback: pos	Communication
PS2	<i>Ja daar is nie 'n probleem nie.</i> (Lecturer could give enough guidance).	Content Informative	Communication personal feedback: pos	Communication
PS1	<i>Sy (dosent) is baie hulpvaardig.</i>	Positive Interaction lecturer	Communication personal feedback: pos	Communication
PS3	<i>They helped me. It is fine.</i>	Positive interaction lecturer	Communication personal feedback: pos	Communication
DS2	<i>I can reach the lecturer (on the phone) - sometimes not always (par.19).</i>	Positive Interaction lecturer	Communication personal feedback: pos	Communication
DS2	<i>sms number ...they respond</i>	Feedback Administrative office	Communication personal feedback: pos	Communication
RS1	<i>Ons het een keer iets gequerie en vinnig-vinnig is ons gehelp.</i>	Positive relationship lecturer.	Communication personal feedback: pos	Communication
RS1	<i>Ons het 'n navraag ingestuur en dieselde dag nog terugvoer gekry.</i>	Positive relationship	Communication personal	Communication

		lecturer.	feedback: pos	
RS2	<i>Student could reach lecturer. Ek epos altyd.</i>	Positive relationship lecturer.	Communication personal feedback: pos	Communication
RS1	<i>Student se kontak met dosente: Baie positief</i>	Positive relationship lecturer.	Communication personal feedback: pos	Communication
RS2	<i>Student se kontak met dosente: Baie positief</i>	Positive relationship lecturer.	Communication personal feedback: pos	Communication
RS3	<i>I can tell you. Because if I don't get information or any answers then I phone her, we sms, we get answers.</i>	Positive relationship lecturer.	Communication personal feedback: pos	Communication
RS3	<i>They they are like people who...they are lovely people nê and they encourages you more and you feel free to ask, they motivate. They do everything for you</i>	Positive relationship lecturer.	Communication personal feedback: pos	Communication
DS1	<i>Yes I can reach them</i>	Good relationship lecturer	Communication personal feedback: pos	Communication
DS1	<i>Hm, good (positive)</i>	Good relationship lecturer	Communication personal feedback: pos	Communication
RS1	<i>Die dosent is in staat om voldoende leiding te gee.</i>	Lecturer knowledge satisfactory.	Communication personal feedback: pos	Communication

RS2	<i>Lecturer could give satisfactory guidance.</i>	Lecturer knowledge satisfactory.	Communication personal feedback: pos	Communication
RS3	<i>And the lecturers they are also helping. They are contacts if you have a problem, you contact them and they turn back to you (par,3)</i>	Good relationship lecturer	Communication personal feedback: pos	Communication
DS1	<i>But otherwise that information they're giving us, it helps.</i>	Lecturer knowledge satisfactory.	Communication personal feedback: pos	Communication
DS2	<i>They were there they explained everything for us. They give us the guidelines for the examination (par.24).</i>	Lecturer knowledge satisfactory.	Communication personal feedback: pos	Communication
DS3	<i>I would say it is enough for those people who are experienced. If you really know what they are talking about but if you didn't read your book or you didn't have time ...</i>	Lecturer knowledge satisfactory.	Communication personal feedback: pos	Communication
PS3	<i>When I phoned them I got them.</i>	Positive interaction lecturer	Communication personal feedback: pos	Communication
PS2	<i>Ja. Ek moet sê ek kon 80% van die tyd my dosent in die hande kry.</i>	Positive Interaction lecturer	Communication personal feedback: pos	Communication
PS2	<i>Nie altyd nie maar ek dink dis vir hulle ook moeilik met al die studente. Almal vra seker maar soortgelyke vrae. Elke keer as ek iets gestuur het het ek iets terug gekry.</i>	Positive interaction lecturer	Communication personal feedback: pos	Communication

Table 11: Personal feedback - negative

	Communication personal feedback - negative			
Student	Snippet	Code	Theme	Category
RS3	<i>The assignments was very easy but when coming to this session of asking about the scopes for the exams ... we struggled. No you send a message or an email and then the answer didn't come.</i>	Lack of feedback from NWU	Communication personal feedback: neg	Communication
RS3	<i>No you send a message or an email and then the answer didn't come.</i>	Lack of feedback from NWU	Communication personal feedback: neg	Communication
PS1	<i>Ek email 'n vraag en dan kry ek die antwoord dalk drie dae daarna terug.</i>	Time lapse for feedback too much.	Communication personal feedback: neg	Communication
DS3	<i>Adjustment. Yes it was my biggest challenge</i>	Needs help From facilitator.	Communication personal feedback: neg	Communication
DS3	<i>I think everything (whiteboard session) is too fast. That is why there is no time.</i>	Help from facilitator.	Communication personal feedback: neg	Communication
CS2	<i>My assignments. I got two assignments back but the three I never got back.</i>	Lack of feedback	Communication personal feedback: neg	Communication
CS2	<i>Because the college never got my stuff - The correspondence was too bad. They never got it on time (par.400.)</i>	Lack of feedback	Communication personal feedback: neg	Communication

PS1	<i>En ek het ook nog nooit terugvoer gekry dat my take veilig daar aangeland het nie.</i>	Lack of feedback	Communication personal feedback: neg	Communication
PS3	<i>I didn't get enough time to ...communicate about the remarks.</i>	Feedback	Communication personal feedback: neg	Communication
PS3	<i>Because I failed ... I wrote them. For the second year, am I going to write eh ... register them again?</i>	Need for personal feedback.	Communication personal feedback: neg	Communication
PS3	(You actually would like to know who the right person to talk to is?) Yes.	Need for personal feedback.	Communication personal feedback: neg	Communication
CS2	<i>I emailed a lady but then she said I must phone the director or email the director. And then two weeks after that he replied back and he will sort the whole matter out for me.</i>	Lack of feedback	Communication personal feedback: neg	Communication
CS3	<i>Nee nie regtig nie maar soos nou met die laaste take het ek net twee terug gekry.</i>	Lack of feedback	Communication personal feedback: neg	Communication
PS2	<i>Toe sê sy vir my hulle het die dosent gekontak en sy het vir hulle gesê sy hoef nie unit 6 te leer nie. Toe is ek moedeloos. ... Toe voel ek ek kon eintlik unit 6 al gelos het as sy net 'n epos vir almal gestuur het en vir almal gesê het moenie unit 6 leer nie.</i>	Lecturer gave different examscopes to students.	Communication personal feedback: neg	Communication
PS2	<i>Ongelukkig kry jy nou nie dadelik nie. Dit wissel van vandag of môre tot so drie vier dae.</i>	Time lapse for feedback.	Communication personal feedback: neg	Communication
DS3	<i>It is not easy to reach our lecturer - You have to make an appointment at the call centre.</i>	Lack of feedback	Communication personal	Communication

			feedback: neg	
DS3	<i>You will make an appointment and then the lecturer has something or just has two minutes with you.</i>	Lack of feedback	Communication personal feedback: neg	Communication
CS1	<i>Ja, by party mense en by party mense sal hulle mos nou sê ok hulle is op vakansie dan is dit soos 'n week en dan dink jy gaan na week hoor maar dan sal jy nie hoor as hulle van vakansie af kom nie.</i>	Lack of feedback	Communication personal feedback: neg	Communication
PS2	<i>Die take was vir my, was vir my bietjie moeilik. Ek kon dit doen, maar die prakties, die RWIL "portfolio" was vir my ongelooflik. Hoor hier dit was vir my deurmekaar.</i>	Insufficient Communi- cation?	Communication personal feedback: neg	Communication
PS2	<i>Ek weet nie presies hoeveel van die goed wil hulle hê nie. Ek het nie 'n idee nie.</i>	Insufficient Communi- cation?	Communication personal feedback: neg	Communication
PS2	<i>Ek weet nie hoe ek dit alles agtermekaar moet sit nie. Sy (die dosent) het my terug gebel.</i>	Positive quality of feedback lecturer	Communication personal feedback: neg	Communication
DS3	<i>You don't have a teacher to talk to. You just go there for the whiteboard.</i>	Need for facilitators	Communication personal feedback: neg	Communication
DS3	<i>I do not know anyone in the class - we as the student we never have the time to sit down and then to discuss maybe what we hear from the whiteboard - don't all stay close to each other.</i>	Need for contact students	Communication personal feedback: neg	Communication
RS1	<i>Die fasiliteerder - sy kom maar net, sit aan en dan gaan sy. Sy is nie permanent by ons nie.</i>	Facilitator not permanently at class.	Communication personal feedback: neg	Communication

DS1	<i>They work about the time you see...maybe sometimes you want to understand something and the ... the time is up.</i>	Whiteboard schedule full.	Communication personal feedback: neg	Communication
RS1	<i>Dis heeltid 'n "rush".</i>	Whiteboard schedule full.	Communication personal feedback: neg	Communication
RS3	<i>You feel that you need the lecturers here sometimes.</i>	Need more ocntact lecturer.	Communication personal feedback: neg	Communication

Table 12: Work volume high

Work	Age	Knowledge	Student	Snippet	Code	Theme	Category
FT	<30	NPK	CS2	(With what did you struggle?) <i>Like you come to class in the morning the way you do the morning ring.</i>	Work difficult	Content – Work volume high	Content
FT	<30	NPK	CS2	<i>I struggled with the modules</i>	Work difficult	Content – Work volume high	Content
FT	<30	NPK	CS3	<i>... eksamen skryf ...</i>	Work difficult	Content – Work volume high	Content
FT	<30	PK	PS1	Ek probeer maar daarom in die nag opsom en in die dag werk en prakties doen.	Time Management	Content – Work volume high	Content
FT	>30	PK	PS3	<i>The RWIL is a lot of work. It is too much work. (par.6)</i>	Work difficult	Content – Work volume high	Content
FT	>30	PK	PS2	<i>...die werk is net te veel. Maar ek ... dit was vir my regtig baie baie.</i>	Work difficult	Content – Work volume high	Content

FT	>30	PK	PS3	<i>I was so stressed. We were fighting all the time.</i>	Emotional	Content – Work volume high	Content
FT	>30	PK	PS3	<i>It was so hard.</i>	Emotional	Content – Work volume high	Content
FT	>30	PK	PS2	<i>Dit het op 'n stadium vreeslik rof gegaan. Ek werk maar in die aande tot 3 uur in die oggende. Ja ek het 'n kalender wat ek al aan die begin van die jaar optrek.</i>	Time manage- ment	Content – Work volume high	Content
FT	>30	PK	DS3	<i>... my second semester was very very difficult. The assignments were difficult.</i>	Work difficult	Content – Work volume high	Content
FT	>30	PK	DS3	<i>... most of the things they really want was not in the book.</i>	Work difficult	Content – Work volume high	Content

Table 13: Feedback content - positive

Know ledge	Student	Snippet	Code	Theme	Category
NPK	DS1	<i>Eh eh.(I could implement)</i>	Student positive about studies.	Feedback content positive	Content
NPK	CS2	<i>But I enjoy it a lot.</i>	Emotional – enjoy programme.	Feedback content positive	Content
NPK	CS2	<i>There was one that I struggled with a lot but eh, my mentor helped me and gave me guidelines for the assignment</i>	Theory and practice integrated	Feedback content positive	Content
NPK	RS1	<i>Dis alles vir my nuut. Ek wil leer. Ek geniet dit.</i>	Everything new and interesting	Feedback content positive	Content
NPK	RS2	<i>Dit was lekker. Ek het dit baie geniet. Ja. Ek het ook baie goeie punte gekry.</i>	Everything new and interesting	Feedback content positive	Content
NPK	RS2	<i>Ja dit (die werkstukke) help met die eksamen</i>	Student positive about studies.	Feedback content positive	Content
NPK	RS2	<i>Dis vir my baie lekker. Ek geniet dit baie. Dis vir my rêrig lekker</i>	Enjoys studies.	Feedback content positive	Content
NPK	RS2	<i>Ons het hier in die huis van 6 uur tot 8 uur in die aande is dit studietyd wat ons bietjie moet leer en opsom en take doen.</i>	Time management.	Feedback content positive	Content
NPK	CS1	<i>... ek het nogal lekker gesien wat lekker is van die werksopdragte se vrae was in die eksamen.</i>	Theory and practice integrated	Feedback content positive	Content
PK	RS3	<i>I didn't struggle a lot by writing the assignment and all those things.</i>	Student positive about studies.	Feedback content positive	Content

PK	RS3	...it (the assignments) <i>will explain every part of that module.</i>	Student positive about studies.	Feedback content positive	Content
PK	RS3	(Assignments was like)...revision from Level 5.	Prior knowledge helped.	Feedback content positive	Content
PK	PS1	<i>Die inhoud is kwaliteit.</i>	Content is quality	Feedback content positive	Content
PK	PS1	<i>Die take is maklik</i>	Content easy	Feedback content positive	Content
PK	PS1	<i>Die wat ek gekyk het, al was dit twee weke na die tyd, het baie gehelp.</i>	Content informative	Feedback content positive	Content
PK	PS2	<i>Ek dink dit het.</i> (Whiteboard contributed to the student's experience of the program).	Content Informative	Feedback content positive	Content
PK	PS1	<i>Ons lag dis soos 'n lepel gevoerdery aan die begin (par.25)</i>	Content Informative	Feedback content positive	Content
PK	PS1	<i>Dit was goeie inhoud en goeie vrae.</i>	Theory and practice integrated	Feedback content positive	Content
PK	DS2	<i>English is a little bit, is not so much a problem. If you follow the instructions and you just check and do research at least you will find something</i>	Student positive about studies.	Feedback content positive	Content
PK	DS2	<i>Hmm, it is not so much difficult</i>	Student positive about studies.	Feedback content positive	Content
PK	DS2	<i>If we read thoroughly, I don't think there is something that we can experience a problem.</i>	Student positive about studies.	Feedback content positive	Content
PK	DS2	<i>So I did that programme (Carekude), so I don't have any problem teaching I can do my best.</i>	Prior knowledge helped.	Feedback content positive	Content

PK	DS2	<i>The program is not so hard</i>	Emotional	Feedback content positive	Content
PK	DS2	<i>I enjoyed it (par.66). Jo, I am happy madam (par.75).</i>	Emotional	Feedback content positive	Content

Table 14: Feedback content - negative

Student	Age	Snippet	Code	Theme	Category
DS1	>30	<i>... too much work at the very short time.</i>	Student negative about the amount of work.	Feedback content negative	Content
DS1	>30	<i>Yo it was very difficult (par.3)</i>	Emotional	Feedback content negative	Content
CS1	<30	<i>Ek weet nie hoekom nie die wiskunde boek is vir my moeiliker die werksopdragte soos die manier wat hulle dit vra en hulle verwys na boeke wat ek nie het nie.</i>	Emotional. Work difficult.	Feedback content negative	Content
DS2	>30	<i>Setswana is more difficult</i>	Student stressed about studies.	Feedback content negative	Content
PS2	>30	<i>Ek weet nie hoe om te verduidelik nie maar vir my was dit baie deurmekaar.</i>	Emotional	Feedback content negative	Content
PS2	>30	<i>Vir my was dit soos 'n nagmerrie wat begin het.</i>	Emotional	Feedback content negative	Content
RS3	>30	<i>I think it was my first time being in the university and then it was hard to read. I didn't even know about the whiteboard. I thought there is somebody who is going to come and teach and do all those things.</i>	Emotional	Feedback content negative	Content
RS3	>30	<i>I felt so alone.</i>	Emotional	Feedback content negative	Content

DS2	>30	<i>... because for the first time I was little bit confused nê? But when I go and recheck about the study guides and the tutorial I see where I am going (par.6).</i>	Emotional	Feedback content negative	Content
DS3	>30	<i>Last year it was very difficult for me when we started at the beginning because you have to come to a place where you don't know you are doing the right thing or the wrong thing.</i>	Emotional	Feedback content negative	Content
DS3	>30	<i>because in a day we will start 9:00 o'clock untill 14:00 o'clock but when it comes at 11 o'clock you are already tired</i>	Emotional	Feedback content negative	Content
PS2	>30	<i>... die prakties is my ondergang.</i>	Work volume difficult .	Feedback content negative	Content

Table 15: Feedback technology - administrative

Student	Snippet	Code	Theme	Category
RS2	<i>Ek en my ma het die een dag afgevat by haar werk toe en ons het Potch toe gegaan, al my take gaan ingee, daarvoor geteken. Hulle het my toe laat weet dat my een taak RFLS 111 se taak het weggeraak ek moet hom net weer deurstuur. So ek stres nogal baie.</i>	Assignment lost	Technology - administrative	Technology
RS1	<i>Kontak net altyd met epos.</i>	Student technical able	Technology - administrative	Technology
DS3	<i>They said no we didn't receive your assignments. Oh that was scary. Yah it was an administrative mistake (par.13,17)... No I take it myself on the 15th of April last year... He found that I really did give in my assignments. He even checked on the file and he find 5 assignments but unfortunately I didn't get my timetable ... Yes they did find it later because they send it back to me.</i>	Assignment lost.	Technology - administrative	Technology.
CS2	<i>Just once with my assignment (I phoned), like Suzan never got my stuff. So I phoned her and she said yes I must send my things over and then she said she got it ... Yes, like Pieter Vermaak, he got my emails but he told me he never got some of the stuff . So I had to send it over and he told me I must do my exams over next year because he still has my stuff.</i>	Assignment lost.	Technology - administrative	Technology.
PS2	<i>Toe sê sy vir my hoor hier daar is iets weg by my Portfolio, ek het iets vergeet. Vir my was dit net teleurstellend om te hoor dat iets nie lekker daar nie en dat hulle dit nie kon kry nie... Ek sê toe vir haar ek weet ek het dit gedoen. Toe het sy my teruggebel en gesê sy het my goeies gekry.</i>	Assignment lost.	Technology - administrative	Technology.
CS1	<i>Sy het my nogals baie gehelp en dan is daar nog enetjie ek dink dis 'n ek ken nou nie haar naam nie maar sy het my ook nogals baie gehelp.</i>	Helpful at admin. PUK	Technology - administrative	Technology.
CS1	<i>(Het jy nie die Call centre gebruik nie?): Hm-m. (nee) Glad nie want dis waar ek my datums verkeerd gekry het.</i>	Assignment lost.	Technology - administrative	Technology.
CS1	<i>(So die boekie was eintlik reg as jy net op die boekie gegaan het)... Toe wil my ma mos nou bel (par.71.</i>	Booklet correct.	Technology - administrative	Technology.

Table 16: Feedback technology - cost

Student	Snippet	Code	Theme	Category
PS3	<i>B has paid for the courier. She paid extra.(Cost high - paid for student PS3)</i>	Courier cost high	Technology - cost	Technology
PS1	<i>Kyk ons koerier nou maar ons goed. Dit kos R 295 kos per slag.</i>	Courier cost high	Technology - cost	Technology
PS3	<i>Yes I struggle with the airtime because sometimes if I don't have the money to buy airtime I can't ask questions.</i>	Lack of communication due to costs	Technology - cost	Technology
PS3	<i>For the Whiteboard sessions I go with teacher B. It is in Corben. I usually give her R 50 a day to help her with the petrol to go there.</i>	Costly to attend whiteboard.	Technology - cost	Technology
PS2	<i>Koste implikasies -nie vreeslik baie nie maar die ongerief daaraan.</i>	Post Office strike	Technology - cost	Technology
PS2	<i>Poskantoor is vir my 'n probleem. so toe moes ons nou maar net 'n koerierdiens kry.</i>	Post Office strike	Technology - cost	Technology.
CS1	<i>Nee nie rêrig nie. (No administrative challenges). Ons het dit gekoerier.</i>	Post Office strike	Technology - cost	Technology.
PS3	<i>Now that we are working we are supposed to take ourselves to university.</i>	Studies - Financial implication	Technology - cost	Technology.
RS3	<i>Transport also (is a challenge)</i>	Technically challenged	Technology - cost	Technology

RS3	<i>There are no landline here. We are using cell phones and we have to buy our own airtime.</i>	Technically challenged	Technology - cost	Technology
DS2	<i>The problem, especially around our environment we have the problem of the internet café. (We) have to come in to town to look for an internet café.</i>	Technically challenged	Technology - cost	Technology
DS3	<i>(Sometimes)I only have R 50 in my phone . The minute that you start to talk to the one you are supposed to talk to ...your money is finished</i>	Technically challenged	Technology - cost	Technology

Table 17: Feedback technology - hardware

Student	Snippet	Code	Theme	Category
PS3	<i>The sound (at the Whiteboard) was not there.</i>	Whiteboard not working	Technology - hardware	Technology
PS2	<i>Dis vir my 'n probleem as ek nie my eksamen afbakenings kan kry nie.</i>	Whiteboard not working	Technology - hardware	Technology
PS1	<i>OLG: ... word geplaas twee weke na die tyd, wat te lank is. So dit dink ek is 'n probleem.</i>	Time lapse too much	Technology - hardware	Technology
PS1	<i>Whiteboard is 'n gemors. Die sentrum sê dis die sein. Ek het dit al by Potch gerapporteer. Hulle sê dis nie die sein nie. So êrens is daar 'n miskommunikasie. Ons sien nooit die klas nie. Ek gaan nooit meer nie.</i>	Whiteboard not working properly	Technology - hardware	Technology
PS2	<i>Ons het baie probleme gehad met dit (Whiteboard sessions). Ons het partykeer nie klank gehad nie.</i>	Whiteboard not working properly	Technology - hardware	Technology
PS2	<i>Ek ry Corben toe. Dis vir my ver van hier af. Jy sit die hele middag daar om 'n sessie by te woon ...Wat jy nie kan hoor nie en ek kan nie baat nie.</i>	Whiteboard not working properly	Technology - hardware	Technology
DS1	<i>Sometimes on the whiteboard nê, I don't ... I can hear the other student let me say at Cape Town or Kimberley, asking questions there but here at the Vryburg I don't ... Those those teachers that are observing us they don't tell us if you want to ask questions here is the what-what you can take this and ask the lecturers a question so that you can ...We only hear the question when those other learners ask the lecturers.</i>	Whiteboard not working.	Technology - hardware	Technology
DS2	<i>... when we phone ... the call centre ... they don't pick up the phone.</i>	Frustration : Phones not answered.	Technology - hardware	Technology
PS3	<i>I think I missed two of them. Some we couldn't hear.</i>	Whiteboard not working properly	Technology - hardware	Technology
RS1	<i>Dit was partykeer bietjie moeilik want soos as die weer – ek onthou die eenkeer toe het dit so gereën en gehael toe was daar nie sein gewees nie. Ons het klas toe gekom en weer gegaan.</i>	Whiteboard not working.	Technology - hardware	Technology

RS2	<i>Baie keer dan gaan ons s'n af en dan sit jy daar vir 'n paar minute en dan het mens 'n hele stukkie gemis.</i>	Whiteboard not working.	Technology - hardware	Technology
RS2	<i>Partykeer gaan die klank ook af, en dan sit jy daar en dan is die klank ook af. Ja so dit was nie vir my baie behulpsaam nie</i>	Frustration : Whiteboard not working.	Technology - hardware	Technology
RS2	<i>Hulle het vir my gesê jy kan op Potch universiteit se Web adres meer inligting kry - Ek het al op die internet myself gaan vrot soek ek het niks daar gekry nie.</i>	Technical able.	Technology - hardware	Technology
RS3	<i>There is no network. (whiteboard)</i>	Whiteboard not working	Technology - hardware	Technology
CS2	<i>But there was sometimes problems with the sound (whiteboard sessions)</i>	Whiteboard not working properly	Technology - hardware	Technology

Table 18: Feedback technology - language

Student	Snippet	Code	Theme	Category
RS2	<i>Die eksamens. Ja want om alles in Engels te doen.</i>	Adjustment to English.	Technology - language	Technology
CS1	<i>Ek dink om die Engels ... Maar dit het nogals goed gehelp want nou is ek baie goed in my Engels - ... want ek kan nie my goed maklik "translate" nie - dit sal te lank vat.</i>	Struggled with language.	Technology - language	Technology
PS1	<i>Ek het nie taal uitdagings nie want ek het die vorige keer ook in Engels geswot.</i>	Coping with language	Technology - language	Technology
PS3	<i>I could cope with the languages, the English because I am teaching in English in the class.</i>	Coping with language	Technology - language	Technology
PS2	<i>Aan die begin het ek baie gesukkel. Een van die dosente het my bietjie oor die taal oor die vingers getik.</i>	Struggled with language.	Technology - language	Technology
PS2	<i>Dit is nie vir my die moeite werd om al daai goed in Afrikaans nou moet ek dit lees in Engels en dan alles te vertaal nie.</i>	Time consuming to translate.	Technology - language	Technology
RS1	<i>Dit was 'n aanpassing. Ek was in 'n Afrikaanse skool en om nou in Engels weer te begin.</i>	Adjusted to language	Technology - language	Technology
RS3	<i>No I don't have a problem with English.</i>	Adjusted to language	Technology - language	Technology
DS1	<i>... with English I don't have any problem.</i>	Adjusted to language	Technology - language	Technology
DS3	<i>English that we know and speak is not the English that they ask questions with.</i>	Struggled with language.	Technology - language	Technology
CS2	<i>No not really - But to be honest, the way the questions for the assignments, I needed help, because the way they ask the questions.</i>	Coping with language	Technology - language	Technology

CS3	<i>Nee nie regtig nie ek ... vir my is Engels, ... dis my tweede taal.</i>	Coping with language	Technology - language	Technology
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Table 19: Feedback technology – personal positive and negative

Age	Student	Snippet	Code	Theme	Category
>30	RS3	<i>I am going to the copy shop in town. And sometimes when they answers I am already gone.</i>	Feedback slow.	Technology personal -	Technology
>30	DS1	<i>Eish, the internet (par.57).</i>	Technically challenged	Technology personal -	Technology
>30	DS3	<i>...my challenge is I have a computer. I don't use it - I don't have the confidence... You know by phoning to the university it is really very difficult. I am not ready yet to use my computer to go through the internet or to use my phone to go through the internet.</i>	Technically challenged	Technology personal -	Technology
>30	PS3	<i>I think that sms doesn't work... I don't know if it is the code or something .</i>	Doesn't understand sms	Technology personal -	Technology
>30	RS3	<i>There were no chances for me to ask for a loan or a bursary. Even here at school. I am just working. I am being paid by the SGB. So they give me cheque. It is only a cheque, nothing, there is no information.</i>	Administrative and technical problem.	Technology personal -	Technology
>30	PS2	<i>Ek kon nie almal bywoon nie. Maar ek dink ek het meeste van hulle bygewoon. Een of twee het ek ... maar dis as gevolg van werk en verpligtinge.</i>	Time schedule.	Technology personal -	Technology
>30	PS3	<i>I have a problem with the internet. I have a lot of problem because at my school we were not learning about computers.</i>	Not computer literate.	Technology personal -	Technology
>30	PS2	<i>Ek kry nie eksamenpunte nie. Ek weet nie presies ... Ek stuur die sms en dan vra hulle 'n kode. En ek weet nie watse kode wil hulle hê nie. ... ek bel nou maar.</i>	Not coping with technology.	Technology personal -	Technology

>30	PS2	<i>OLG - ek weet nie hoe om dit te doen nie. Hulle het op 'n stadium, een van die dosente gesê jy doen dit en dit en dit maar ek kon nie byhou om dit te skryf nie.</i>	Technically challenged	Technology personal -	Technology
>30	PS2	<i>Ek het nie geweet waar om dit te kry nie. (Eksamen afbakeninge). Ek het so gesukkel om dit te kry.</i>	Technically challenged	Technology personal -	Technology
<30	CS1	<i>... ek moet my licence... ek kon nie daantoe kom nie ... hoewel ek vrae gehad het. Ek sou graag na die klas wou gaan (par.29,30).</i>	No transport. Couldn't attend whiteboard.	Technology personal -	Technology
>30	PS3	<i>The problem is the Post Office.</i>	Post Office strike	Technology personal -	Technology
<30	PS1	<i>Die Poskantoor staking was 'n groot probleem. So as hulle dit (die werkstukke) net weer kan terugpos na die sentrum toe.</i>	Lack of feedback	Technology personal -	Technology.
<30	RS1	<i>Die Poskantoor staking en ons "assignments" en goed wat ons nie kon pos.</i>	Post Office strike.	Technology personal -	Technology
<30	CS3	<i>Nee nee wat heeltemal goed. Ons het mos nie internet by die huis nie so nou doen ek kyk al die witbordsessies by die skool. Nee ek kon nog nie een (witbordsessie) bywoon nie - (ek kyk dit) Op die internet ja.</i>	Can use technology	Technology personal+	Technology
<30	PS1	<i>Student PS1 had no Technical challenges... Internet sommer van die foon af. Dis die maklikste.</i>	Coping with technology.	Technology personal+	Technology.
<30	CS2	<i>Like the internet, I never had internet in the beginning. So my parents organised internet for me and now it is easier to work with the internet.</i>	Coping with technology.	Technology personal+	Technology.
>30	DS2	<i>Sms number ... they respond</i>	Feedback admin office	Technology personal+	Technology.
<30	CS2	<i>Email</i>	Positive interaction lecturer	Technology personal+	Technology
<30	PS1	<i>Ja ek kontak die dosente per epos.</i>	Positive interaction lecturer	Technology personal+	Technology

>30	DS1	<i>I sent an email</i>	Student technical able	Technology personal+	Technology
<30	RS1	<i>Daar is 'n "back-up" plan". Dropbox.</i>	Student technical able	Technology personal+	Technology
<30	RS1	<i>Ek het my "tutorials" en my "notes" afgelaai.</i>	Student technical able	Technology personal+	Technology
<30	RS2	<i>Ja en die Powerpoints kan mens ook gaan aflaai. Ek het dit al gedoen.</i>	Technically able.	Technology personal+	Technology
>30	RS3	<i>The whiteboard - Very helpful.</i>	Whiteboard working.	Technology personal+	Technology
<30	CS3	<i>Ja met een meisie sy bly ook in Worcester...Ons kontak mekaar gereeld en dan het ons 'n studiegroep op WhatsApp. Ek en al die ander studente van Potchefstroom...ons is 'n hele groep.</i>	Positive interaction students	Technology personal+	Technology
<30	CS3	<i>Ek het gevra vir die lys van studente se name.</i>	Positive interaction students	Technology personal+	Technology
<30	RS1	<i>Ek het nie regtig 'n probleem gehad met enige een (werksopdragte) nie.</i>	Student positive about studies.	Technology personal+	Technology
>30	DS1	<i>I deliver them in hand and email them.</i>	Student technical able	Technology personal+	Technology
<30	RS1	<i>My epos het vir 'n ruk nie gewerk nie maar toe het my ma namens my navrae gestuur. Die student het geen administratiewe uitdagings beleef nie.</i>	Technical able.	Technology personal+	Technology
<30	PS1	<i>Ek kyk dit nou maar op die OLG (whiteboard not working)</i>	Can use technology	Technology personal+	Technology
<30	CS1	<i>... ek het gesien die tutorial notes wat hulle my gegee het dan staan daar die naam en nommer van die persoon, die vak en toe het ek dit sommer so gedoen.</i>	Time management	Technology personal+	Technology
<30	CS1	<i>Maar wat ek gedoen het, ek het dit van die internet afgehaal want hulle het vir ons op die Power point dit gegee. Toe kyk ek dit sommer op die Power point.</i>	Can use technology	Technology personal+	Technology

<30	CS2	<i>All of it. (Attended whiteboard sessions)</i>	Attended all whiteboard sessions.	Technology personal+	Technology
<30	CS3	<i>Nee ek het nie regtig probleme gehad met dit nie. Ek het mos nou 'n kontrak foon of 'n kontrak simkaart so as ek airtime nodig het dan is hy daar en internet het ek mos by die skool.</i>	Coping with technology.	Technology personal+	Technology.

Table 20: Age distribution of participants not computer literate

Age	Student
>30	PS2
>30	PS3
>30	RS3
>30	DS1
>30	DS3

Table 21: Feedback on time management

Work	Age	Student	Snippet	Code	Theme	Category
FT	>30	DS1	<i>When I come out of school I go at home, reading a little bit, preparing the house, at five then take them, (the children) cooking at night.</i>	Time management.	Technology personal	Technology
PT	>30	DS2	<i>After six I take my books read till ten o'clock if I feel I can read more at about 12 o'clock then I go to sleep.</i>	Time management.	Technology personal+	Technology
FT	>30	DS3	<i>It is not easy. You know you are going to work from 6:30 until 13:00 o'clock. From there you leave the school work and you started to know from 14:00 to 17:00 it is my study time. And then from after 17:00 I am no more touching the books. I have a rude man. I have a husband who wants attention. So from 17:00... You really have to have a schedule. Sometimes I wake up early by ... especially if I am stuck with my work I wake up by half past four and I sit and study.</i>	Time management.	Technology personal -	Technology
PT	<30	RS1	<i>Ek het nie 'n probleem daarmee nie (tydskedule).</i>	Time management.	Technology personal+	Technology
PT	<30	RS2	<i>Soos met my eksamens en goeters het my pa vir my afgegee dan was ek die hele tyd by die huis.</i>	Time management.	Technology personal+	Technology
FT	>30	RS3	<i>That is a heavy load but I try to make timetable ... for this. Study timetable.</i>	Time management.	Technology personal+	Technology
PT	<30	CS1	<i>En dis soos die datums is op mekaar. So dis soos jy moet al jou boekwerk doen, dis een ding, dis iets waarmee ek gesukkel het - Ja dit voel of hulle dadelik die take soek en jy moet darem eers jou boeke deurgaen en dan is jou portefeulje nog op dit en jou eksamen (par.76).</i>	Timetable for assignments	Technology personal	Technology
PT	<30	CS1	<i>... hulle sê mos in jou boek jy moet twee ure 'n dag sê nou maar hieraan spandeer - ek vir my 'n rooster uitgewerk ... So toe doen ek dit maar volgens die boek.</i>	Time management	Technology personal	Technology

FT	<30	CS2	<i>At work we finish here at two o'clock. Then I go home and can sit with my assignments my modules that I have to do.</i>	Time management	Technology personal	Technology
FT	<30	CS3	<i>Die skool kom kwart voor drie uit, nou bly ek by die skool en doen die admin klaar. As ek by die huis kom dan begin ek met my take of ek beginne leer. En dan leer ek mos weer saans as hy (haar seuntjie) slaap.</i>	Time management	Technology personal	Technology
FT	>30	DS1	<i>Their time is too short and they give us.... If they can change the the date of the portfolio. (Time frame between assignments and handing in of Portfolio)</i>	Time management.	Technology personal+	Technology

Table 22: Suggested Strategies

Student	Snippet	Code	Theme	Category
DS1	<i>... the one that we are attending, be closer eh (par.64) (Students have to travel from Delareyville to Lichtenburg or Vryburg to attend whiteboard sessions).</i>	Whiteboard closer to D	Accessibility - distance	Strategy
RS2	<i>Dit (inskrywing by die universiteit) was so 'n antiklimaks. Papiere invul, en hulle was nie eers baie vriendelik nie. Kan die studente die geleentheid kry om mekaar te ontmoet en dan iets soos 'n "support group" daaruit kry.</i>	Need for supportgroup /orientation?	Strategy - collaborative learning experiences.	Strategy
DS2	<i>We need to read more and (work) in a team group.</i>	Need for supportgroup /orientation?	Strategy - collaborative learning experiences.	Strategy
PS1	<i>En dan as daar iemand in die area is wat kan as 'n dosent kan optree as daar navrae is.</i>	Need for facilitators	Strategy - communication	Strategy
PS1	<i>Kan hulle 'n vorige jaar se student se naam opgee wat ons kan vra.</i>	Need for peer facilitators.	Strategy - communication	Strategy
PS3	<i>Even if they can send us the scope, (via email) it will be much better.</i>	Need for personal feedback.	Strategy - communication	Strategy
PS1	<i>Ek voel dalk moet hulle een persoon aanwys hier soos wat soos wat die studente eh TUKS maak soos wanneer 'n dosent mos kom krit. Dalk kan dit werk.</i>	Needs assistance	Strategy - communication	Strategy
PS1	<i>As daar 'n dosent is of fasiliteerder by die sentrum kan wees.</i>	Needs a facilitator/ assistance	Strategy - Communication	Strategy
PS2	<i>En dan wil ek die afbakenings van die eksamens as al die goedjies op dieselfde prinsiep gaan gedoen word</i>	Needs a facilitator/ assistance	Strategy - Communication	Strategy

DS2	<i>The mentors, they can be well trained, for for them at least to show as how to do this (par.58).Some of them are qualified teachers. Some of them are qualified teachers (par.59 &60).</i>	Needs a facilitator/ assistance	Strategy - Communication	Strategy
DS3	<i>... is if our lectures would have time - We mustn't only attend the whiteboard - once or twice they must just group us in the classroom.</i>	Needs a facilitator/ assistance	Strategy - Communication	Strategy
PS1	<i>OLG: Dit sou lekker wees as dit kon vroeër geplaas kon wees... net so bietjie vinniger</i>	Coping with technology.	Strategy - technology	Strategy
PS3	<i>If we can have a day open to write.(Student complained about the exam time table that doesn't have days open to study, especially if a subject of the previous year is repeated).</i>	Time table difficult.	Strategy - technology	Strategy
PS3	<i>And if there is not the marks at the side, the points, how many I am going to get for that question. I am going to read the whole passage and it is a waste of time. (Student needs a rubric).</i>	Difficulty to write exam. Needs rubric.	Strategy - technology	Strategy
PS2	<i>As mens dit so kan vra. Kan hulle nie hierdie goed (afbakening van die eksamen) individueel vir elke persoon, elke student epos nie? Kyk, hulle het mos almal se eposse.</i>	Needs a facilitator/ assistance	Strategy - technology	Strategy
PS2	<i>Maar ek sal dit waardeer as hulle miskien vir ons 'n opdrag per boek kan gee.</i>	Structure of assignments difficult to understand.	Strategy - technology	Strategy
PS2	<i>Sal baie help as mens weet hoeveel punte tel daai spesifieke unit.</i>	Needs a facilitator/ assistance	Strategy - technology	Strategy
PS2	<i>As hulle net vir mens in die jaar voor dit kan sê, hoeveel die volgende jaar se kostes gaan wees.</i>	Needs contact with administrative staff	Strategy - technology	Strategy
PS2	<i>Hulle stuur nie baie gereeld sms'e nie. Ek sal daarvan hou as hulle baie meer eposse stuur – aan elkeen persoonlik bv. wat die afbakenings is of as dit verander het</i>	Needs contact with administrative staff	Strategy - technology	Strategy

RS1	<i>Ek wil weet of ek die “assignments” kan epos.</i>	Technical able.	Strategy - technology	Strategy
CS1	<i>Hulle vat mos twee keer per jaar mense so hulle raak mos deurmekaar met die datums - Dit sal lekker wees as mens jou vaste datums het.</i>	Needs contact with administrative staff	Strategy - technology	Strategy
CS2	<i>They must work on their correspondence</i>	Needs contact with administrative staff	Strategy - technology	Strategy
CS2	<i>So that communication must be more clear</i>	Needs contact with administrative staff	Strategy - technology	Strategy
RS3	<i>Can't they take that and bring it nearer, because we don't, we didn't even have time with Ashley during that Winter sessions to go there. (Far for student to go to Potch for the Winterschool)</i>	Technically challenged	Strategy - Technology - cost	Strategy
PS1	<i>Kan ons die werkstukke nie net êrens gaan aflaai by 'n sentrale punt dat hulle dit dan as 'n massa kan koerier nie?</i>	Post Office strike	Strategy - technology (postal challenges)	Strategy
DS1	<i>If they can change the the date of the Portfolio.</i>	Time frame assignments	Technology - personal	Strategy
DS3	<i>It will be nice if they can give some exercises in between (whiteboard sessions are very long and tiring) – (Too much to take in.)</i>	Student stressed about studies.	Strategy Feedback - content	Strategy - Content

Table 23: Feedback mentors - Collaborative learning

Mentor	Snippet	Code	Theme	Category
M2	<i>Even myself I am studying at the Potchefstroom University. I am doing the ACE leadership currently. So there is a module on mentoring.</i>	Prior learning helps	Application of theory	Collaborative learning experience
M4	<i>Eh ek voel nogal geëerd om om vir mense te kan help waar ek nou ondervinding van het en vir my voel dit omdat ek 'n passie het vir onderwys ook is dit vir my, man, as die persoon net kan deur die ding kom om suksesvol te wees.</i>	Prior learning helps	Application of theory	Collaborative learning experience
M2	<i>Definitely. Because prior coming here she was also under social development ... she was already a facilitator there.</i>	Prior learning helps	Application of theory	Collaborative learning experience
M2	<i>Normally I went through all the manuals and try to find out how should I help her but as I was indicating, we have a Grade R class which is having a Grade R teacher.</i>	Positive mentor interaction	Student - mentor relationship	Collaborative learning experience
M4	<i>S het partykeer te laat gekom vir raad ... sodat ek ook vir haar kon inligting kry.</i>	Positive mentor interaction	Student - mentor relationship	Collaborative learning experience
M3	<i>The difficult for him was just to do the lesson plan. So I was guiding her to do the lesson plan.</i>	Positive mentor interaction	Student - mentor relationship	Collaborative learning experience
M1	<i>... om vir hulle leiding te gee</i>	Positive mentor interaction	Student - mentor relationship	Collaborative learning experience
M1	<i>Eintlik is dit maar 'n ondersteunende rol.</i>	Positive mentor interaction	Student - mentor relationship	Collaborative learning experience

M1	<i>As hulle tyd nodig het om te studeer- toesig vir hulle te reël (par.9)</i>	Positive mentor interaction	Student - mentor relationship	Collaborative learning experience
M1	<i>Ek dink ons studente gaan goed aan en ek dink ek doen 'n goeie werk met hulle.</i>	Positive mentor interaction	Student - mentor relationship	Collaborative learning experience
M2	<i>My role as mentor is just to assist her to make her a better person. Those eh eh to develop those other qualities that she didn't know existed in her. Empower her appropriately so that she can just eh eh go out and develop herself.</i>	Positive mentor interaction	Student - mentor relationship	Collaborative learning experience
M3	<i>My role is only to mentor him and to help him so that in future he can be a good teacher, a good practitioner and she can be a qualified educator (par.7).</i>	Positive mentor interaction	Student - mentor relationship	Collaborative learning experience
M1	<i>... nog nie sy het die ding van totaal onafhanklik werk onder die knie nie (par.12).</i>	Needs of support	Student - mentor relationship	Collaborative learning experience
M4	<i>Sy kan, sy kan, want ek was by 'n les van haar in die Graad R klas en toe sien ek nee jy sien die beeld die prakties en die teorie want sy kan correlate met wat sy daar lees en wat sy hier sien.</i>	Needs of support	Student - mentor relationship	Collaborative learning experience
M2	<i>... the school is positive about it (having students).</i>	School assists	Student - school relationship	Collaborative learning experience

Table 24: Feedback mentors - Communication

Mentor	Snippet	Code	Theme	Category
M2	<i>I think the implementation was a hiccup for us as schools eh because we didn't have mentors for that area specific when the the program started to unfold we didn't experience so much challenge ...(Problem was before they understood what is expected).</i>	Poor communication to students/mentors.	Communication - initial information	Communication
M3	<i>I was thinking it was going to be difficult, we are going to have so much work but no I can do them.</i>	Poor communication to students/mentors.	Communication - initial information	Communication
M4	<i>En daar is miskien nog, veral as mense nog kan hoor kyk as ek 'n Level 4 het kan ek gaan (who may register).</i>	Marketing to students	Communication - initial information	Communication
M4	<i>Ek dink sy het miskien omdat sy alleen is, het sy nie, kon sy nie gekommunikeer het met iemand en gevra het. Want kyk as twee studente mos met mekaar sit, sal ons mekaar vra hoe ondervind jy daai vraag</i>	Need for assistance	Communication - personal feedback	Communication

Table 25: Feedback mentors - Content

Mentor	Snippet	Code	Theme	Category
M1	<i>... druk baie werk (par.1)... vir my is dit tyd ... dit vat nogal tyd omdat dit 'n groot hoeveelheid lesse is.</i>	Work volume difficult.	Content - Work volume high	Content
M1	<i>... my kinders (gaan) verlore want ek moet eers gaan luister</i>	Work volume	Content - Work volume high	Content
M2	<i>... this Grade R thing was never in schools when we started.</i>	Work new	Content - Work volume high	Content
M1	<i>... ook tyd en wat vir my baie goed is die maak van die hulpmiddels (dit neem tyd).</i>	Time management	Content - Work volume high	Content
M1	<i>Sy sit nou met 'n baie woelige 5 jarige seuntjie terwyl sy ook moet leer.</i>	Time management	Content - Work volume high	Content
M1	<i>... die huidige werksdruk ... die take wat nie regtig vir my van toepassing is nie (par.21)... die klank en die spreek koor is vir my bietjie baie tegnies.</i>	Emotional	Content - Work volume high	Content
M2	<i>the University is in the right direction (par.33) ... No I think it is appropriate because (par.41) ... even the parents will acknowledge that their kids will have to go for Grade R.</i>	Content is quality	Feedback content +	Content
M4	<i>... dis 'n goeie program ... ek moet sê dit verstewig die akademie eintlik baie goed die program (par.43).</i>	Content is quality	Feedback content +	Content
M1	<i>Dit gee vir my 'n breë dekking van wat hulle moet doen.</i>	Content academical and practical	Positive feedback content	Content
M3	<i>It is very good and it also gives him the power to be a good teacher.</i>	Content empowers	Positive feedback content	Content

M4	<i>Dit is vir my baie positief want dit gee vir jou tyd in jou eie tyd om goed toe doen.</i>	Content practical	Positive feedback content	Content
M4	<i>Hierdie program is regtig 'n baie goeie program. Baie stewig akademies.</i>	Content academical	Positive feedback content	Content
M3	<i>No for my side I don't have things that is so difficult.</i>	Content easy	Positive feedback content	Content
M1	<i>... hulle kan ... Omdat hulle al reeds in die praktyk is (par.16).</i>	Theory and practice integrated	Positive feedback content	Content
M3	<i>Yes she can. She can also when I am sick she can also check. She can also be a teacher when I am not present.</i>	Theory and practice integrated	Positive feedback content	Content

Table 26: Feedback mentors - Technology

Mentor	Snippet	Code	Theme	Category
M2	<i>... It is costly ... (the student) she is not employed (working as volunteer)... voluntary basis to get some practical.</i>	Cellphone, internet and courier costs high	Technology - costs	Technology
M2	<i>... you don't have airtime and things like that.</i>	Cellphone, internet and courier costs high	Technology - costs	Technology
M3	<i>K is not having so much problems ... Sometimes he wants to have the information about his school. He is far from it. To visit.</i>	Lack of communication due to costs	Technology - costs	Technology
M3	<i>She is having a problem with that of emails. Because it needs money and also ... No the school is not having the internet and also the school is not having the landline. We are using the cell phone (par.14).</i>	Cellphone cost high	Technology - costs	Technology
M4	<i>Ja met haar pos en alles wat moet kom ... Ja dat al haar goed daar is maar daar is probleme dat sy nie haar goed kry nie dat haar toetse en goed nie daar uitgekome het nie en dit (par.20).</i>	Courier cost high	Technology - costs	Technology
M2	<i>You know even in with area we are still struggling with internet accessing. We have to go to town or use mine form home you see.</i>	Technically challenged	Technology - personal negative	Technology
M1	<i>Juf. A het bietjie van 'n probleempie (sy is nie tegnologies vaardig nie).</i>	Technically challenged	Technology - personal negative	Technology

Table 27: Feedback mentors - Strategy

Mentor	Snippet	Code	Theme	Category
M2	<i>... Only if some of the contact classes if they can be much closer to the people (par.33).one or two just like a class where you can interact with your lecturer.</i>	Need for facilitators	Strategy - communication	Strategy
M3	<i>if they can have more students in our area.</i>	Need for peer facilitators.	Strategy - communication	Strategy
M3	<i>. They must check a closer, a nearer place so that they can come and train them (par.14).</i>	Need for facilitators	Strategy - communication	Strategy
M3	<i>... a study group ... and discuss their own thing (par.18).</i>	Need for peer facilitators.	Strategy - communication	Strategy
M4	<i>Ek dink hulle sal moet meer kontakssessies het nê.</i>	Need for facilitators	Strategy - communication	Strategy
M4	<i>... sy moet meer baat kry om meer kontak te hê met mense wat met haar oor die werk gaan praat ... Met die studente en met die lektore sodat hulle vir haar meer kan inspireer ook. Daar moet meer kontak wees (par.26,27).</i>	Need for peer facilitators.	Strategy - communication	Strategy
M4	<i>Maar hulle (die universiteit en die Dept. Onderwys) moet dink daaraan (aan die gee van beurse) aangesien die onderwys departement dan wil hê die voorskool moet deel wees van die skool dan moet hulle mos belê in dit in (par.46).</i>	Financial assistance	Technology - costs	Strategy: bursaries

Table 28: Feedback lecturers - Content

Program/ subjects	ECD back- ground	Lecturer	Snippet	Code	Theme	Category
P	ECD Yes	L3	<i>... enigste groot leemte in die program - baie van die dosente is nie graad R dosente nie - nie tyd gehad om hulle regtigwaar te begelei in die regte Graad R konteks nie.</i>	Not all have ECD background	Application of theory	Content
P	ECD Yes	L2	<i>Ek dink wat ons ook kan doen is om model lesse te gaan opneem...Ja ek dink die CD's wat ons gaan maak gaan definitief bydra daartoe en die feit dat die studente die studiemateriaal voor die tyd kry.</i>	Practical guidance.	Application of theory	Content
P	ECD Yes	L3	<i>(Already done) ...Ek het nou 'n DVD ontwikkel waarin ek 'n Work Integrated portfolio met hulle deurblaai. Dan het ek ook 'n Opleidings video in van Rekenaar . Van die rekenaar vaardighede wat hulle nodig het in die eerste semester (par.10)...Dat mens op die eerste sessie vir hulle kan wys hoe lyk 'n Portfolio.</i>	Practical guidance.	Application of theory	Content
P	ECD Yes	L3	<i>Die modules is mos "ge-cluster" om saam in die praktyk toegepas te word.</i>	Practical guidance.	Application of theory	Content
P	ECD Yes	L3	<i>Die mentor program wat hulle op die oomblik het is baie generies...Op die oomblik speel die mentor nog nie 'n groot rol nie want hulle het nog nie die opleiding gehad nie ... ons gaan die mentors nou oplei spesifiek vir die graad R program se behoeftes (par.51-54).</i>	Mentors not yet trained.	Application of theory	Content
P	ECD Yes	L3	<i>Ek dink baie van hulle sien baie op teen die WIL want baie van hulle is persone wat voltyds werk en hulle moet dan verlos insit.</i>	Workload high	Content - Work volume high	Content
P	ECD Yes	L3	<i>Maar ek dink die interaksie gedurende die witbordsessies is nie haalbaar nie want die tyd is te kort, die sessies is heeltemal te kort - dit word 'n eenrigting sessie</i>	Time short+ workload high.	Content - Work volume high	Content

P	ECD Yes	L3	<i>Ek dink dit was bietjie vinnig gewees. Daar was baie haakplekke omdat ons nie aan die begin dinge kon deurtrap en seker maak van al die goedjies nie...as ons bietjie langer kon brainstorm en beplan en seker maak die grondslag is reg voordat ons begin ontwikkel het ... en 'n .. dan sal dit beter</i>		Feedback content -	Content
S	ECD No	L1	<i>Dat ons later 'n ekstra sessie gehad het waar ek 'n vorm ingevul het met rooi om vir hulle te wys hoe dit lyk. Hulle is ja ek is nie seker of is dit te moeilik of is dit te wat nie. (Invul vd IEP vorm)</i>	Work difficult	Feedback content -	Content
S	ECD No	L1	<i>(Students struggled with assignments) En ek wil weet of dit net is soos jy gesê het totaalbegrippe, abstrakte begrippe ...daar was nooit dat hulle (studente) gesê het hulle verstaan my nie. (par.48).</i>	Assignment s difficult	Feedback content -	Content
S	ECD No	L1	<i>... sy het met 'n heeltemal baie goeie skool perspektief ingekom..... goeie balans - ook hoe die program gestruktureer is.</i>	Good program	Feedback content +	Content
S	ECD No	L1	<i>Want ons het dit nie gehad nie dis die heel eerste kwalifikasie wat jy met 'n graad12 kan kry ... met kinders wat vanuit graad 12 uit kom is daar ook heeltemal 'n ander invalshoek. Heeltemal anders ... ek moes myself heeltemal heroriënteer.</i>	Excited about first time program	Feedback content +	Content
P	ECD Yes	L2	<i>... mees wonderlikste ding wat kon gebeur het as mens dink hoeveel onderwysers is daar wat nie opleiding het nie...So ek dink die graad R opleiding wat die studente gaan kry hierso gaan vir hulle deure oopmaak.</i>	Excited about first time program	Feedback content +	Content
P	ECD Yes	L2	<i>... ek wil amper vir jou sê in 80% van die gevalle, kry mens 'n afgewaterde graad 1in graad R.</i>	Excited about first time program	Feedback content +	Content
P	ECD Yes	L2	<i>... ek dink die manier hoe ons dit uiteengesit het, was so gewees dat dit moenie baie gekompliseerd wees nie.</i>	Program easy to understand	Feedback content +	Content
P	ECD Yes	L2	<i>En ek dink dit is hoekom die program 'n groot sukses is want die persone wat deel is van die program werk regtig baie hard.</i>	Dedicated staff/lecturers	Feedback content +	Content
S	ECD No	L4	<i>Yes and I think it was a good idea to start that (the Grade R diploma) because not everybody can afford to be a full-time</i>	Excited about first	Feedback content +	Content

			<i>student though they do need qualifications.</i>	time program		
S	ECD No	L1	<i>... daar was twee intakes in een jaar. Nou moet jy, my module is 'n jaar module, nou moet jy... so ek maak nie klaar nie. So dit was vir my nogal 'n uitdaging.</i>	Dedicated staff/lecturers	Feedback content +	Content
P	ECD Yes	L3	<i>...sy eie studiegids wat vir hulle baie mooi stap vir stap verduidelik maar soos ek sê hulle moet dit net lees</i>	Program easy to understand	Feedback content +	Content

Table 29: Feedback lecturers - Collaborative learning

Program /subjects	ECD back-ground	Lecturer	Snippet	Code	Theme	Category
S	ECD No	L4	<i>So the teacher-mentors are going to come in handy with those kids who are not ... who are not every day there.</i>	Mentor assistance	Application of theory	Collaborative learning experience
S	ECD No	L1	<i>Ehm daar is een vraag wat ek vir hulle gegee het wat 'n toepassing vraag gewees het wat hulle teorieë moes "gelink" het met ehm 'n "casestudy". Dit was totaal chaos. Hulle het so gesukkel daarmee. (par.30,31)</i>	Struggled with assignments	Application of theory (neg)	Collaborative learning experience
S	ECD No	L1	<i>Ek moet hulle heeltyd in die klas sê onthou julle kan julle kennis gebruik van ander modules. ...Vat dan van jou "Teaching and Learning" modules en integreer dit by die werk in. Hulle doen dit glad nie. Dit wat in die "manual" staan is wat ek terugkry.</i>	Struggled with assignments	Application of theory (neg)	Collaborative learning experience
P	ECD Yes	L2	<i>Met ons Portfolio's wat ons het kan mens dit regtig waar sien. (Theory and practice)...Dit is baie praktyk gerig want hulle moet terwyl hulle hulle WIL , hulle praktiese onderrig doen moet hulle dan hierdie praktiese take voltooi. Ja. Ons het die modules in groepe gesit in "clusters" gemaak</i>	Theory and practice needs to link.	Application of theory	Collaborative learning experience
S	ECD No	L4	<i>I could pick up that they could really identify some learners in their class (theory and practice)</i>	Theory and practice needs to link.	Application of theory (pos)	Collaborative learning experience
S	ECD No	L4	<i>... one or two students were at the Grade R teaching Grade R class but the other one said she was even intending to stop working because sometimes she was struggling but ... now she is so enthusiastic to go back and implement.</i>	Workload high.	Application of theory	Collaborative learning experience

S	ECD No	L4	<i>I didn't have problems. Really. But you know, there are first time students who are enrolled at the university who are struggling - they are working very hard and if they don't understand they will ask...So in my class I never experienced a serious problem really.</i>	First time students struggled more.	Student - lecturer relationship	Collaborative learning experiences
S	ECD No	L1	<i>Hulle vra nie vrae nie. Hier en daar het ek hulle jy weet, ge-encourage om te sê hoor hier verstaan julle?</i>	Lack of communication between lecturer and student.	Student - lecturer relationship	Collaborative learning experiences
S	ECD No	L1	<i>Hulle vra nie vrae nie. ... Ek weet nie ek weet nie of dit vir hulle intimiderend is dat hulle moet opstaan en vorentoe gaan, die mikrofoon aansit maar hulle het hulle is veronderstel om 'n fasiliteerder in die klas te hê wat hulle moet inspireer (par.19).</i>	Lack of communication between lecturer and student.	Student - lecturer relationship	Collaborative learning experiences
S	ECD No	L4	<i>I don't know about those who didn't attend ...</i>	Lack of communication between lecturer and student.	Student - lecturer relationship	Collaborative learning experiences
S	ECD No	L4	<i>To be honest I haven't really tried to contact them because I need them in the classes and communicate and if they need something they will email me.</i>	Lack of communication between lecturer and student.	Student - lecturer relationship	Collaborative learning experiences
S	ECD No	L4	<i>...that they were not free to participate in the class (par.29). They were so afraid and shy. . But the third session I had with them there was an improvement and the fourth there was also an improvement.</i>	Lack of communication between lecturer and student.	Student - lecturer relationship	Collaborative learning experiences
P	ECD Yes	L2	<i>(Students scared to ask questions) ... Ek dink so. Maar soos wat die student ontwikkel, die eerste jaars sal bv. minder vrae vra as die tweede jaars.</i>	Lack of communication between lecturer and student.	Student - lecturer relationship	Collaborative learning experiences

P	ECD Yes	L3	<i>... ek moet nooit studente in die hande kry nie. Ons het te veel studente. Hulle kontak my gewoonlik deur epos of telefonies en dan hanteer ek dit soos dit kom.</i>	Lack of communication between lecturer and student.	Student - lecturer relationship	Collaborative learning experiences
S	ECD No	L1	<i>Dan kan jy vir hulle sê maar hoor hier wat is jou ervaring?</i> (practical-those students with experience can help the others).	Lecturer positive about peer interaction	Student - student relationship	Collaborative learning experience
P	ECD Yes	L3	<i>Dis bietjie moeilik met die groepwerk omdat jy nie by al die sentrums is nie...Ja daar is nie altyd fasiliteerders nie en daar is partykeer net een student by een sentrum</i>	Peer interaction difficult at centres	Student - student relationship	Collaborative learning experience
P	ECD Yes	L3	<i>(Contact with fellow students) - Ek voel hulle is bietjie afgesonder - Hulle leer regtig baie by mekaar...meer groepwerk wees waar die studente met Whatsapp groepies kan bymekaar kom</i>	Lecturer positive about peer interaction	Student - student relationship	Collaborative learning experience

Table 30: Feedback lecturers - Communication

Program/ subjects	ECD back- ground	Lecturer	Snippet	Code	Theme	Category
S	ECD No	L1	<i>Nee nie een nie. (No one complained that they couldn't understand). Almal ... die epos wat ek gekry het, nie een het ooit gekla of gesê hulle doen dit namens 'n groepie of niks sulke goeters nie.</i>	Lecturer doesn't know of any negative communication	Communication personal (pos)	Communication
S	ECD No	L1	<i>Jy kan rêrig Learner Support vra. Ek sal baie graag wil terugvoer hê. Is dit regtig toepaslik of is daar ietsie wat hulle kan aanbeveel wat hulle eerder sal ... in 'n assignment ...</i>	Positive about feedback to improve her subject.	Communication personal (pos)	Communication
P	ECD Yes	L3	<i>Wat ons wel opgetel het, is dat hulle nie soos die Inligtingsboekie, nie gesien het as 'n belangrike dokument nie</i>	Students didn't take info booklet as important.	Initial comm.	Communication
P	ECD Yes	L3	<i>... ek dink party van hulle het nie 'n idee wat van hulle verwag word nie</i>	Students not prepared.	Initial comm.	Communication
P	ECD Yes	L2	<i>...So ons het bietjie sy ... die beeld van die boekie ons het het ons bietjie verander ons het 'n A4 boekie gemaak waar dit eintlik net 'n klein boekie was. (Already done)</i>	Booklet adjusted.	Initial comm.	Communication
P	ECD Yes	L2	<i>Maar wat ons doen met ons eerste kontakssessie verduidelik ons ook – algemene kontakssessie wat vir hulle alles mooi weer verduidelik.</i>	Initial comm.	Initial comm.	Communication
P	ECD Yes	L2	<i>Daar is ook 'n witbord sessie wat die WIL verduidelik maar dan addisioneel het ons die CD gemaak.</i>	Initial comm.	Initial comm.	Communication
P	ECD Yes	L2	<i>En dat mens dalk voor die tyd die inligtingsboekie stuur.</i>	Initial comm..	Initial comm.	Communication
S	ECD No	L4	<i>That is why with the Grade R we suggested there must be a CD to give them information and try to direct them how</i>	Practical guidance.	Initial comm.	Communication

			<i>to do. (Done?)</i>			
S	ECD No	L4	<i>I don't know how it can be done but if maybe it could be made compulsory for all the Grade R students to attend at least the first session - cause sometimes they are really lost and this material ...</i>	Students not prepared.	Initial comm.	Communication
S	ECD No	L4	<i>I indicated to them in their first class like in the tutorial letter also, that if they can't get hold of me they should get hold of the call centre.</i>	Communication procedure explained.	Initial comm.	Communication
S	ECD No	L1	<i>Nee ek het nooit kontak gehad met 'n mentor nie... (Par.61) En of het hulle (mentors) behoefte om met ons te skakel ... want as ek met hulle kan skakel dat ons kan hoor wat is die tekortkominge en ...</i>	Relationship with mentor	Lecturer – mentor comm.	Communication
P	ECD Yes	L3	<i>Ek sal graag wil hê dit moet 'n groter rol speel. Hulle speel op die oomblik 'n rol met die assessering ...Dat mens meer soos 'n span is....mentors nie enige beloning kry vir hierdie ding nie.</i>	Relationship with mentor	Lecturer – mentor comm.	Communication
S	ECD No	L4	<i>I have not had any contact with any mentors. I don't even know who are the mentors.</i>	Relationship with mentor	Lecturer – mentor comm.	Communication

Table 31: Feedback lecturers - Technology

Program/ subjects	ECD back- ground	Lecturer	Snippet	Code	Theme	Category
P	ECD Yes	L3	<i>By ons het ek enetjie gekry wat nou gesê het sy het nie al haar studiemateriaal gekry nie maar ek dink hulle verwar bietjie die inligting (par. 14).</i>	Confusion about study material	Technology - administrative	Technology .
P	ECD Yes	L3	<i>... enigste groot leemte in die program ... Omdat hulle enige tyd kan registreer, registreer party van hulle 'n te kort tydjie voor die opdragte moet in wees en dan kan hulle nie deur die studiemateriaal (par.43).</i>	Confusion about registration date	Technology - administrative	Technology .
P	ECD Yes	L3	<i>Ek dink ook die orde van die modules was nie reg nie. Ons moes baie meer seker gemaak het die basiese goed is eers in plek ... die eerste semester,</i>	Program content	Technology - administrative	Technology .
P	ECD Yes	L2	<i>So sulke goed is lekker omdat mens dit optel via die studente en dan kan mens daaraan werk en dit verbeter vir die tweede en derde inname.</i>	Program content	Technology - administrative	Technology .
P	ECD Yes	L3	<i>Party van hulle moet nog steeds ver ry.</i>	Whiteboard sessions far from some students	Technology - cost	Technology
P	ECD Yes	L2	<i>Die interaktiewe witborde is fantasties omdat die studente direk vrae kan vra.</i>	Positive about whiteboard	Technology - hardware	Technology
P	ECD Yes	L3	<i>Ja wel, ons gebruik mos die witbord uitsendings en partykeer is daar nie 'n sein nie. Of van die kables is gesteel dan het hulle nie internet toegang by die sentrums nie, maar ek dink dit is maar goed soos, dis maar groei pyne wat ons met die tyd kan verbeter (par.28).</i>	Whiteboard sessions not always working.	Technology - hardware	Technology
P	ECD Yes	L3	<i>... studente kla bv. die tegniese persoon is nie in die klas as hulle wil antwoord nie en dan weet hulle nie hoe om te antwoord nie.</i>	Whiteboard sessions	Technology - hardware	Technology

				not always working.		
P	ECD Yes	L2	<i>Nee ons Tegniëse afdeling is ongelooflik</i>	Positive about technical support.	Technology - hardware	Technology
P	ECD Yes	L2	<i>Die sentrums waar daar koördineerders is wat die studente begelei vra nogal baie vrae en wat hulle ook nogal doen hulle sal die vraag vir die koördineerder gee en dan vra die koördineerder die vraag (par.31).</i>	Facilitator s are an accet.	Technology - hardware	Technology
S	ECD No	L4	<i>I have picked up what I am doing now is that our students really don't read all the documents that I have given to them</i>	Students don't prepare.	Technology - personal challenges	Technology
S	ECD No	L4	<i>Really to receive a BIG box full of material - you don't know which one must I read first.</i>	Confusion about study material	Technology - personal challenges	Technology
S	ECD No	L4	<i>(Technical challenges?) - I can't really say because their assignments were typed. I didn't get any handwritten assignments.</i>	Students are coping.	Technology - personal challenges	Technology
P	ECD Yes	L3	<i>... party van hulle kan nie DVD's oopmaak nie en dis nogal sleg.</i>	Some students have technical problems	Technology - personal negative	Technology
S	ECD No	L4	<i>I think there were two or three who didn't have email address but I made copies for them.</i>	Some students have technical problems	Technology - personal negative	Technology
P	ECD Yes	L3	<i>Baie van hulle het 'n tegnologie vrees - met afstandslêer is dit 'n baie belangrike ding. Hulle moet dit kan doen. ... in so programmetjie as mens nou so vakansie skool het.</i>	Some students have	Technology - personal negative	Technology

				technical problems		
P	ECD Yes	L2	<i>En ek dink baie baie studente het nou internet toegang met die selfone. Ons kry verskriklik baie navrae via selfone, eposse wat hulle vir ons stuur. (par.11)</i>	Students are coping.	Technology - personal positive	Technology .
S	ECD No	L4	<i>You know with the other groups we have very old people who are not computer literate but our kids are now more intelligent.</i>	Some students have technical problems	Technology - personal positive	Technology .
S	ECD No	L1	<i>Ja, dit was nogal opvallend gewees - Hulle epos, hulle bel selde, hulle epos.</i>	Students are coping.	Technology - personal positive	Technology .
S	ECD No	L1	<i>(Lyk of hulle dit tegnies onder beheer het?) ... omdat dit die jonger garde is.</i>	Students are coping.	Technology - personal positive	Technology .
S	ECD No	L1	<i>...op tyd opgedaag en was daar 'n posstaking het hulle dit vir my elektronies gestuur. (No problem with the receiving of assignments).</i>	Students are coping.	Technology - personal positive	Technology .
P	ECD Yes	L3	<i>Hulle is natuurlik uit die aard van die saak tegnologies vaardig maar ek dink daar is baie in die landelike areas wat dit nie het nie.</i>	Some students have technical problems	Technology - personal positive	Technology .
P	ECD Yes	L2	<i>(Whiteboard sessions) ... So hulle kan dan enige tyd in hulle vryetyd dit gaan aflaai en daarna kyk.</i>	Students need to be computer literate.	Technology - personal positive	Technology .

Table 32: Feedback lecturers - Strategies

Program/ subjects	ECD back- ground	Lecturer	Snippet	Code	Theme	Category
P	ECD Yes	L3	<i>Ons sal moet op 'n stadium uitkom waar ons die Flip classroom doen waar ons die lesings vir hulle, ...Ons doen die lesings vooraf, ... dan eh moet die sessies net vir interaksie wees (par.22).</i>	More interaction with lecturers.	Strategy-communication	Strategy-communication
P	ECD Yes	L2	<i>...ons sal by die administratiewe afdeling vir hulle moet begelei om vir die student te sê weet jy wat dit is as jy nou registreer beteken dit jy het 3 weke oor vir jou opdragte en dis te kort.</i>	Confusion about registration date	Technology - administrative	Strategy - Technology.
P	ECD Yes	L3	<i>Dis hoekom ek sê die tegnologie module, die rekenaarvaardigheidsmodule in die eerste jaar, moet eintlik baie meer gestoot word. Dit moet baie meer belangrik wees.</i>	Students need to be computer literate.	Technology - hardware	Strategy - Technology.