

**The development of a model for the assessment of the
subject Entrepreneurship and Business Management at
the N4 level using an Outcomes Based Education
approach.**

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DECLARATION

I, **Marina Olivier**, hereby declare that-

- This dissertation is my own original work.
- All sources used or referred to have been documented and acknowledged.
- This dissertation has not previously been submitted in full or partial fulfilment of the requirements for an equivalent or higher qualification at any other recognised educational institution.

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ABSTRACT

The focus of this study is on assessment in an Outcomes Based Education environment. The question arises as to how assessment of Entrepreneurship and Business Management-N4 can be changed to suit an Outcomes Based Education approach.

Action research was used as the research methodology and the findings were reported as case studies. A sample of three colleges in the Eastern Cape was chosen to take part in the study.

Only two modules of the Entrepreneurship and Business Management-N4 syllabus were adapted to suit an Outcomes Based Education approach, as the students still had to write the normal external examination at the end of the semester as required by the Department of Education. In the first two cycles the participants implemented Outcomes Based Education in the classroom using only the resources available at the college for the old education system. During the third cycle the researcher implemented Outcomes Based Education in the classroom under the same circumstances, but with the advantage that the researcher benefited from the reflections of the first two cycles.

In order for assessment to meet the requirements of an Outcomes Based Education approach, it was necessary to change teaching practices as well. Important aspects such as group work, new assessment methods, the role of resource materials and the training of lecturers were included in the study.

At the end of the third cycle a model for the assessment of Entrepreneurship and Business Management-N4 was developed. Recommendations on aspects such as students, lecturers, resources and assessment were made.

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ABBREVIATIONS

ETQA	Education and Training Quality Assurance
NACWC	National Access Consortium-Western Cape
NQF	National Qualifications Framework
OBE	Outcomes Based Education
SAQA	South African Qualifications Authority
SETA	Sector Education and Training Act
SWOT analysis	Strengths, Weaknesses, Opportunities and Threats analysis

CHAPTER 1

OVERVIEW OF THE STUDY

1.1 BACKGROUND TO THE STUDY

In 1995 the Minister of Education, Sibusiso Bengu, announced a new education system for South Africa called Curriculum 2005. The 2005 in “Curriculum 2005” was intended to indicate that by the year 2005 the new system would be fully implemented and the first grade 12 learners would complete their school careers in an Outcomes Based Education system.

I have chosen to indicate the original time frames in which the changes were supposed to take place in the form of Table 1.1. The changes are expected to occur in the same sequence but finality on the exact dates has not been reached.

TABLE 1.1: TIME FRAMES FOR CHANGE REGARDING OUTCOMES BASED EDUCATION AT PUBLIC FURTHER EDUCATION AND TRAINING COLLEGES:

YEAR	CHANGE
1995	Minister of Education announces a new education system.
2000	Technical Colleges to register as Further Education and Training Institutions.
2000 - 2001	College lecturers to be trained in using Outcomes Based approach.
2000	Publication of Chisholm report after an investigation into the new education system of South Africa had been conducted at schools.
2003	Colleges to implement an Outcomes Based Education approach for N1 courses.
2005	First Grade 12 and N3 learners to write an exit examination according to an Outcomes Based Education approach.
2006	New date for the first exit examination for Grade 12 and N3 learners according to an Outcomes Based Education approach.
2007	First N4 learners to follow an Outcomes Based Education course.

The National Qualifications Framework (Annexure A) makes provision for

different educational levels. According to the new system Further Education and Training Colleges can offer N1 to N6 courses. As can be seen in Annexure A the N1 and N3 levels, being trade certificates, fall into the National Qualifications levels 2 and 4 (Further Education and Training Band) and N4 to N6 levels fall into the Higher Education and Training Band as occupational certificates.

In order to enable Public Further Education and Training colleges to offer courses that are in line with the newly proposed Outcomes Based Education system, lecturers have to be trained in the new education methods. From May 2000 to March 2001 the Eastern Cape Department of Education, in co-operation with the National Access Consortium – Western Cape, embarked on a training programme for lecturers. Two lecturers from each college, one from the Technical division and one from the Business Studies division, were asked to attend five workshops. These lecturers had to disseminate what they had learnt about using an Outcomes Based approach in their teaching, among their colleagues. This did not prove to be successful. Some lecturers attending the workshops complained that they were not given enough time to report back to their colleagues. The lecturers who could not attend the workshops considered the training they received to be 'second hand'. Due to administrative problems on the part of the Eastern Cape Education Department some colleges were not informed about the workshops. Consequently some lecturers did not attend all the workshops.

Lecturers were unhappy with this situation as they felt that this had resulted in incomplete training. Negative press reports on the transition in education (Bonthuys, 1999, p7) also had a bad influence on the morale of lecturers. Some lecturers believe that Outcomes Based Education will not be implemented at Public Further Education and Training Colleges.

However, officials of the Department of Education attending the workshops assured the attendees that the implementation of an Outcomes Based Education approach would continue. The researcher attended workshops presented by

various institutions and when conducting workshops at the researcher's institution found that the lecturers were concerned about how the implementation would take place.

This uncertainty prompted the researcher to obtain permission (Annexure B) from the Eastern Cape Education Department to conduct research on the implementation of an assessment plan for Entrepreneurship and Business Management at the N4 level. The researcher planned to get volunteers to take part in a research study to implement Outcomes Based Education in the classroom. After completion of two cycles with the volunteers the researcher planned to implement Outcomes Base Education in her own classroom. It was against this background that the first questionnaires (Annexure C) were sent out to get volunteers to participate in a research study on the implementation of an Outcomes Based Education approach in Entrepreneurship and Business Management courses.

For the purpose of this study the terms lecturer, teacher and educator will be used interchangeably.

1.2 PURPOSE OF THE STUDY

Purpose of this study was to develop an implementation plan for the assessment of two modules of the Entrepreneurship and Business Management-N4 course using an Outcomes Based approach.

The results of the study can assist Entrepreneurship and Business Manangement-N4 lecturers by providing a basis on which to implement an Outcomes Based approach at college level.

1.3 RESEARCH QUESTION

The research developed around a main research question. The main question is as follows:

How does assessment impact on the teaching of two modules of the Entrepreneurship and Business Management-N4 course using an Outcomes Based Education approach?

Sub-questions

The following sub-questions were developed in order to answer the main research question;

A: What methods of assessment would suit an Outcomes Based curriculum for Entrepreneurship and Business Management?

A literature study was conducted to determine alternative forms of assessment. Teaching methods will also have change to accommodate an Outcomes Based approach.

B: What concerns do lecturers express about implementing an Outcomes Based curriculum?

A sample of lecturers took part in this study. The participants kept a journal about their feelings and the researcher conducted interviews with the participants at the beginning and at the end of the study.

C: How can the delivery of two modules be changed to suit an Outcomes Based Education approach t assessment?

Lecturers changed their teaching styles in order to be able to assess differently.

1.4 RESEARCH METHODOLOGY

The starting point of any research is a literature survey (Garbers, 1996, p389). This not only includes books and journal articles, but also dissertations, congress proceedings, White Papers, Bills and Acts that relate to the subject. As this study has a qualitative nature a combination of these resources was used.

The researcher does not intend to produce generalisable results as is done with quantitative research, but intends to make changes to the assessment practices of Public Further Education and Training College lecturers in the Eastern Cape. Hence, qualitative research was chosen.

Qualitative researchers are concerned with understanding individuals' perceptions of the world. "They seek insight rather than statistical analysis" (Bell, 1993, p6). Qualitative researchers deal with multiple socially constructed realities or "qualities" that are complex and cannot be divided into discrete variables. Their research task is to understand and interpret how the various participants in a social setting construct the world around them. The researcher is the main research instrument that observes, asks questions and interacts with participants (Glesne & Peshkin, 1992, p6). Qualitative researchers depend on various data gathering techniques. The main three data gathering techniques are participant observation, interviewing and document collection (Glesne & Peshkin, 1992, p24). These three techniques were used in this study. Participant observation took place at the workshops on Outcomes Based

Education, presented by the National Access Consortium – Western Cape and during the third cycle when the researcher implemented Outcomes Based education in the classroom. Interviews were conducted with the participants and a journal was kept on file.

Within the qualitative paradigm the methodology of action research was followed. Huysamen (1994, p176) states that action research is performed with a view to finding a solution to a particular problem situation in an applied setting. He continues (p177) by saying that a design may continually be changed and adapted in reaction to information and results obtained during the course of the research project. A full justification for using action research appears in the chapter dealing with research methodology.

1.5 SIGNIFICANCE OF THE STUDY

June 2000 was the deadline for all Colleges to register as Public Further Education and Training Colleges. After this the necessary planning for the implementation of an Outcomes Based Education approach was supposed to start. Liaison between the National Directorate: Examinations and Assessment and the Council for Higher Education regarding assessment on NQF level 5 (N4 – N6) still has to take place. As far as could be established very little had been done in this area. No specific guidelines for the practical implementation of an Outcomes Based Education approach exist for any of the subjects offered by Public Further Education and Training colleges.

No documents have been produced to assist lecturers concerning how to implement and Outcomes Based Education approach at Public Further Education and Training Colleges. It was only during the second semester of 2002 that the first meeting regarding an Outcomes Based approach for

grade 10 learners and subsequently N1 learners was organized by the National Department of Education. In the meanwhile in 2001 the Eastern Cape Education Department approached certain lecturers to assist with the planning for the

changes in the education system. To date no finalisation has been reached. By doing the study the researcher hopes to assist N4 Entrepreneurship and Business Management lecturers by providing at least a basis on which to implement an Outcomes Based approach at college level.

The newly formed Further Education and Training Colleges offer courses at both the Further Education and Training and Higher Education levels. Hoppers, Mokgatle, Malukele, Zuma, Hlope, Crouch, Lombard, Lolwana and Makhene (2000, p128) mention the poor professional commitment and morale of staff at Public Further Education and Training Colleges. They continue by saying that a culture of learning, teaching and service requires urgent development. This research can therefore only be to the advantage of the individual staff members and their institutions in general.

1.6 LIMITATIONS OF THE STUDY

Questionnaires were sent out to 17 colleges in the Eastern Cape. Fifteen lecturers from six colleges responded. Only one of these colleges indicated that they did not wish to participate in the research study. Except for the colleges in the Nelson Mandela Metropole all these colleges are geographically very far apart, therefore only three colleges, including the researcher's college, were included in the study. If more colleges were included in the study it would have required more travelling into the rural areas of the Eastern Cape which would have been time consuming due to long distances and bad road conditions. One of the chosen colleges is from the Nelson Mandela Metropole and one is from a rural town, all within a radius of 250km from the researcher's college. If more than the above number were included in the study it would not have been possible to spend enough time at each college within the time span of this project. By choosing a college from a rural town the researcher made it possible to visit the lecturer in the afternoon after classes.

Modules 3 and 6 of the current syllabus were chosen to use in the research study as they have a very practical nature. It is easier to apply Outcomes Based

Education methods in these two modules, as against other modules, if a lecturer is not very experienced in using an Outcomes Based Education approach.

The research team consisted of females only. This was not done intentionally. Only females responded to the questionnaires and indicated that they wanted to be part of the research.

1.7 OUTLINE OF THE REMAINDER OF THE STUDY

The remainder of the chapters will consist of the following:

Chapter 2 – Literature survey

A literature survey was done on the new curriculum and the types of assessment suitable for an Outcomes Based approach.

Chapter 3 – Research methodology

The research methodology used to answer the main research question and the sub-questions is discussed.

Chapter 4 – Data collection and analysis

The data collection process is discussed and the data collected from each participant are analysed.

Chapter 5 – Conclusions and recommendations

The researcher endeavoured to make recommendations regarding the remaining modules of the syllabus to suit an Outcomes Based Education approach.

1.8 DEFINITIONS AND CONCEPTS

- Assessment

Assessment is the process of collecting and interpreting evidence of the achievement of learners (Department of Education, 1997, p3).

- Assessment method

An assessment method is the activity that an assessor engages in, as s/he assesses a learner (NACWC, 2000, P18).

- Assessment instruments

Assessment instruments are the nature of the assessment or the activity given to the learner (NACWC, 2000, p19).

- Continuous assessment

Continuous assessment means to be constantly aware of how learners are developing, and keeping record of this development. Continuous assessment is about recording observations of learners' progress and using this progress to guide the teacher on how to teach the next lesson (Pahad, Cohen, Marsh and Tema, 1997, p12).

- Criterion referenced assessment

Criterion referenced assessment entails making judgements about learners by measuring learners' work against set criteria that are independent of the work of other learners (NACWC, 2000, p12).

- Outcomes

Outcomes are the result of learning processes, formal, non-formal or informal and refer to knowledge, skills, attitudes and values within particular contexts. Learners should be able to demonstrate that they understand and can apply the desired outcomes within a certain context (Department of Education, 1997, p4).

1.9 SUMMARY

This chapter provides an insight into the researcher's choice of the particular research question. It also covers the aims of the study and an overview of the chosen research methodology. The following chapter encompasses a literature review pertaining to this study.

CHAPTER 2

THE CURRICULUM AND ASSESSMENT

The previous chapter contains a background to the study, the aims of the research, the research question and the sub-questions that developed out of the main research question. It also gives a short overview of the research methodology to be used and the significance of the study. Definitions of certain concepts used in the context of the study in other chapters are also given.

This chapter contains the literature review, which is the starting point of the research. Literature relating to the context of South Africa's education system is provided, followed by an overview of the concept of curriculum. Within the concept of curriculum the role of outcomes is discussed together with classroom practice and teaching strategies. Since assessment is an integral part of curriculum development and also a major focus of the study, the various types of assessment are discussed. The new role of assessment is discussed in terms of the legislation so as to place it in the context of the South African education system.

2.1 THE NEED FOR CURRICULUM CHANGE

South Africans elected a new democratic government in 1994. This brought about many changes, including changes to the education system. South Africa now has a non-racial education system based on the principles of equity (Van Wyk and Mothata, 1998, p1).

The old education system did not serve the needs of all learners in the country (Department of Education, 1998, p5). The majority of the population in South Africa is black and as a Euro-centric curricula is used it is therefore irrelevant to the vast majority of the school-going population. Only the life experiences,

culture and traditions of a very small segment of society are reflected and those of the majority are excluded (Jeevanantham, 1999, p50).

In the old education system learners' role during the teaching and learning situation was largely passive and the education system was driven by examinations. It entailed rote learning and was characterized by a syllabus that was content-based and broken down into convenient compartments or subjects (Department of Education, 1998, p5). All of this took place against a backdrop of inflexible timeframes. Learners and the public were not encouraged to comment or contribute to the process of curriculum development (Van Wyk and Mothata, 1998, p1). State functionaries constructed the curricula. This was done within a particular socio-historical context and it was designed with a specific ideological underpinning in mind (Jeevanantham, 1999, p50). It is under this old structure that the curriculum of the Further Education and Training Colleges was originally developed. Recent changes in the education system need to impact on these colleges as well.

2.2 THE CURRICULUM

The literature review would not have been complete if assessment was reviewed in isolation, as assessment is an outflow of the curriculum. The concept of curriculum is a focus, as the changes in assessment had to take place as a result of changes in the curriculum.

2.2.1 THE CONCEPT OF CURRICULUM

Stenhouse (1975, p4) defines a curriculum as an attempt to communicate the essential principles and features of an educational proposal in such a form that it is open to critical scrutiny and capable of effective translation into practice. He continues by saying (1975, p4) that a curriculum should be grounded in practice. Stenhouse compares a curriculum to a recipe.

Some educators consider a curriculum to be the same as a syllabus (Kelly, 1989, p10; Siëborger & Macintosh, 1998, p33). Their planning is thus limited to a consideration of the content or the body of knowledge they wish to transmit. A curriculum must offer more than a statement about knowledge-content to be transmitted. It should not only be a collection of subjects, but a basis should be worked out on which a total scheme can be built. Such a curriculum should encompass everything that is included in the educational programme of an institution. Some educationists refer to the term 'hidden curriculum', which is used for those things that learners learn because of the way in which education is planned and organized, but which are not specifically included in the original planning (Kelly, 1989, p10-11).

According to Nicholls and Nicholls (1983, p16) teachers are practical people who are concerned with getting on with the job of teaching the pupils in the classroom. When developing a curriculum they are only concerned with content and method. Although content and method are important aspects of teaching and learning, objectives and evaluation are aspects of the curriculum that cannot be neglected. The freedom to decide what to teach and how to teach brings with it the responsibility of providing an education that is relevant to the society in which learners live now and to the kind of society in which they are likely to live as adults (Nicholls & Nicholls, 1983, p16-17). The curriculum previously used in South Africa has been regarded as irrelevant for some learners. Curriculum compilers should realise that we live on the continent of Africa and that we should prepare for lives in South Africa, which is part of the African continent (Jeevanantham, 1999, p53).

Professionalism increases greatly when teachers take part in curriculum development activities (Nicholls & Nicholls, 1983, p18). The Ministry of Education has committed itself to developing a new curriculum not only in partnership with the teaching profession, but also by public participation

(Department of Education, 1997, p12). This will ensure that the curriculum is relevant to all the groups within the country (Janse van Rensburg, 1998b, p28).

Afro-centric curricula should be used and the content should reflect the life experiences of the majority of our population. Education that deals with culturally relevant material will empower people that were previously excluded (Jeevanantham, 1999, p51). Stenhouse (1975, p8) states that the problem with such educational groups is that they have to introduce their members to cultures that are not natural to them. These cultures often conflict in certain respects with the cultures of the home and the peer group. It is impossible for a school to reflect the entire culture of our society. A decision has to be made whether to follow the principle of relevance or interest. Stenhouse (1975, p9) asks should it be to choose that which is judged worthwhile and attempt to teach it so well that it evokes interest?

For teachers to actively participate in curriculum development they need training (Nicholls & Nicholls, 1983, p17). Teaching strategy, an important aspect of curriculum development, refers to planning of teaching and learning in the light of educational principles and emphasizes teacher judgment. Teachers are the most expensive resource in an educational institution. Opportunities must be provided for teacher development. Stenhouse (1975, p24) says that curriculum development must rest on teacher development. Professionalism of the teacher must be promoted. He continues by saying that curriculum development translates ideas into classroom practicalities and thereby helps the teacher to strengthen his/her practice by systematically and thoughtfully testing ideas. It is difficult to learn new strategies and therefore new strategies must be worked out by groups of teachers collaborating within a research and development framework (Stenhouse, 1975, p24-25).

Pahad, Cohen, Marsh and Tema (1997a, p28) state that teachers are central to the implementation of the Outcomes Based Education approach. The role of the

teacher in the classroom will have to change. The Norms and Standards for Educators (Government Gazette 20844, 2000) contain seven roles of an educator, which appear below in italics. Certain competences are associated with each of these roles. The educator is no longer only a *learning area/subject/discipline/phase specialist*, but also a *learning mediator*. This requires the educator to be sensitive to the needs of learners and respect their differences.

The educator is an *interpreter and designer of learning programmes and materials*. Not only is the educator required to understand and interpret provided learning programmes, but to design original learning programmes. This study attempts to design learning material appropriate to the subject Entrepreneurship and Business Management-N4.

The educator is a *leader, administrator and manager* and has to manage learning in the classroom and is required to carry out administrative duties and participate democratically in educational decision making structures. A changing environment will require an educator to remain a *scholar, researcher and lifelong learner*. When educators start to reflect on their practice in their classrooms this marks the beginning of an acceptance of the role as scholar, researcher and lifelong learner.

The educator also has to fulfil a *community, citizenship and pastoral role*. The educator therefore has to develop supportive relations with parents and other key persons and organisations based on a critical understanding of community and environmental development issues. As indicated by Pahad *et al.*(1997a, p27) parents have an important role to play in the new education system. Parents and the government have to share the responsibility of education of children.

In order to fulfil the role of *assessor* effectively the educator has to understand that assessment is an essential feature of the teaching and learning process and

must know how to integrate it into this process. Formative and summative assessment will have to be designed and applied and regular feedback must be given. Assessment results must be interpreted and used to improve learning programmes.

From the above it is clear that Outcomes Based Education will require many changes, not only on the part of learners, but also on the part of teachers, parents and the community. Successful modern economies need citizens with a strong foundation of general education (Department of Education, 1997, p10). Jansen (1999, p148) argues that in almost eighty years of curriculum change no evidence could be found in literature to suggest that altering the curriculum of schools leads to changes in national economies. According to Gokulsing, Ainley and Tysome (1996, p9) there is no empirically proven connection between economic performance and the levels of education in any given country. Jansen (1999, p149) further expresses his concern about the kind of teachers that exist in the South African system. According to Stenhouse (1975, p139) no curriculum innovation can substantially improve intellectual power if it is not centrally concerned with the betterment of teaching. Teaching cannot be improved by a change of heart; it is a process of development. Thoughtful refinement of professional skill is necessary. The refinement of professional skill is generally achieved by the gradual elimination of failings through the systematic study of one's own teaching (Stenhouse, 1975, p39). Staff development will have to take place if the country is serious about change (Luckett, 1999, p11).

Curriculum development is a process rather than a product. After planning and implementing a new curriculum, there should be a period for observing and evaluating. Evaluation should lead back to further decision making and planning for improvement. Understanding curriculum as a contextualised, interactive and social process makes it clear that to change an education system cannot only be a matter of remaking policies. We need to consider the understandings,

experiences, commitments, values and cultures of the people operating in the educational system (Lockett, 1999, p6).

There should be a close link between assessment and curriculum. Assessment should, as far as possible, take place in accordance with the intentions of the curriculum. Siëborger and Macintosh (1998, p34) suggest that one way of realising this is to use aims (and/or objectives). The assessment used should then be in accordance with the aims of a course, a programme of instruction or lessons taught.

When developing a curriculum one of the problems is how to get learners and teachers to use or experience new aspects of a curriculum. Assessment can play an important role. If the changes can be linked to assessment there is a much stronger motivation for teachers and learners to accept these changes. The assessment therefore drives the curriculum (Siëborger & Macintosh, 1998, p34).

Curriculum 2005 was launched on 24 March 1997 and an Outcomes Based Education approach was officially implemented in January 1998 in grade 1 (Jansen, 1999, p145 and p149). According to Spady (1995, p1) Outcomes Based Education means to focus and organize everything in the educational system around what is essential for all learners to be able to do successfully at the end of their learning experience. Outcomes Based Education is not completely new. There are numerous examples of Outcomes Based models. Outcomes Based systems go back at least 500 years. Examples of these are the craft guilds of the Middle Ages in Europe, apprenticeship training in the skilled trades, personnel training in business and military training programmes (Spady, 1995, p4).

A previous paragraph reports the lack of a link between economic reform and a change in curriculum. In a document published by the South African Qualifications Authority (South African Qualifications Authority, 2000) it is stated that when societies find themselves lagging behind other countries in the global market, politicians start using education as a platform for canvassing votes. They question the validity of what is taught and how it is taught in an effort to improve the country's economic or social situation. Newly elected governments engage in educational reform. Changes in the content of the curriculum and the assessment system are instituted. These governments try to find the perfect curriculum and the perfect means of delivering these curricula. Curriculum reform is instituted, that then becomes the focus of criticism from opposition politicians and the cycle begins again. Attention is then not given to systematic change, that is, the way in which the education and training is organised and managed. How education and training in South Africa is managed will be discussed towards the end of this chapter under legislation and the new curriculum. At this stage the focus is on the curriculum itself.

2.2.2 THE ROLE OF OUTCOMES WITHIN THE CURRICULUM

The National Curriculum Statement focuses strongly on the outcomes (Janse van Rensburg, 1998b, p28). Spady (1995, p2) defines outcomes as "clear learning results that we want learners to demonstrate at the end of significant learning experiences." Outcomes are what learners can actually do with what has been learned.

Originally there were seven critical outcomes and five additional outcomes which supported them. Critical outcomes refer to the knowledge, skills, attitudes and values that learners should attain in order to make significant contributions to their communities. Specific outcomes on the other hand represent knowledge, skills, attitudes and values within a particular context in which they are to be demonstrated. The Chisholm Report (2000, p122) suggested that specific

outcomes should be replaced by learning area statements and only the twelve critical outcomes should remain.

These outcomes are as follows:

- Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made.
- Work effectively with others as a member of a team, group, organization or community.
- Organise and manage oneself and one's activities responsibly and effectively.
- Collect, analyse, organise, and critically evaluate information.
- Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation.
- Use science and technology effectively and critically, showing responsibility towards the environment and health of others.
- Demonstrate an understanding of the work as a set of related systems by recognizing that problem-solving contexts do not exist in isolation.

The following are referred to as developmental outcomes:

- Reflecting on and exploring a variety of strategies to learn effectively.
- Participating as responsible citizens in the life of local, national and global communities.
- Being culturally and aesthetically sensitive across a range of social contexts.
- Exploring educational and career opportunities.
- Developing entrepreneurial abilities. (NACWC, 2000, p13).

As a result of the changed educational system we now have to design our curriculum differently. Outcomes Based Education consists of four principles namely clarity of focus, expanded opportunity, high expectations and design down (Spady, 1995, p10). Design down and deliver up is not such a new

principle. In South Africa's previous education system the starting point for everything was the end of the year examinations. The syllabus was designed down from what the learners needed to know for the final examination. Lessons were then designed to ensure that learners knew the content needed for this examination. With Outcomes Based Education the starting point is after the last assessment. Outcomes Based Education focuses on the learners' knowledge, skills and values that will equip learners for the life after school (NACWC, 2000, p21).

2.2.3 CLASSROOM PRACTICE AND THE CURRICULUM

Classroom practices will also have to be adjusted. Teachers will have to become facilitators of learning. Learners have to discover concepts for themselves and only certain parts should be explained using a "transmission style". The facilitators should not follow the textbook rigidly. Resources become very important, as the learners are no longer passive learners. Real-life experiences must be brought into the classroom (Wilkens, 1998, p72–76; UOFS, 2000, p10). Bruner in Stenhouse (1975, p16) explains that when specific topics or skills are taught it is important to explain their context in the broader fundamental structure of a field of knowledge. If this is not done it is difficult for the learners to generalize from what they have learned to what they encounter later. To create interest in a subject is to render it worth knowing. The knowledge gained must be usable in the learners' thinking beyond the situation in which the learning has occurred. If knowledge is gained without sufficient structure to tie it together it will be forgotten (Stenhouse, 1975, p15-16). An Outcomes Based approach to education can solve this, as students practically apply what they have learned and theory and practice are linked.

The emphasis that is now placed on resources creates a problem in South Africa. The educational institutions with sound human and financial resources will be able to use the Outcomes Based method of curriculum design to improve their

offerings, but those without will fall further behind (Lockett, 1999, p4). Learners should get plenty of time and space to work things out for themselves. Teachers should only intervene when learners are confused and are unable to proceed (Pahad *et al.*, 1997c, p18). One of the requirements to be registered as a Further Education and Training Institution under the Further Education and Training Act (Act 97 of 1998) is the availability of library facilities. (Hoppers *et al.*, 2000, p80). Concern was expressed in the Eastern Cape Legislature about the lack of facilities and support materials at Eastern Cape Public Further Education and Training Colleges (Stiemie, 2001, p12).

Previously teachers used the syllabus to plan the lessons for a semester or a year. They used the same lesson plans repeatedly and assessment took place through pencil-and-paper tests. Teachers now have to plan differently. They can start by asking themselves the following questions: “What learning will my learners have to demonstrate at the end of this term?” and “How will they demonstrate this learning?” Teachers then have to look at the twelve critical outcomes and design lessons from there. By having activities performed practically in class, often in groups, the teacher can assess whether the learner has mastered the work or if he/she needs more time. It is not always necessary to write a pencil-and-paper test. When observing that the learner has mastered a specific section of the work, the teacher makes a note and only indicates if the learner is competent or not (Pahad *et al.*, 1997c, p12–18). Progress reports that only indicate symbols, percentages or marks will no longer be appropriate in the new curriculum (Clarke, 1997, p15). This new approach will also require teaching strategies to change.

2.3 GROUP WORK

Group work, as a teaching strategy, forms an integral part of Outcomes Based Education. The classroom layout should change from all desks facing the front, to desks in small groups. Group work needs thorough planning and teachers

often complain about poor discipline when group work is in action. Learners talk out, sometimes argue and leave their seats. Teachers are often insecure and do not know how to manage a number of small groups. According to Wilkens (1998, p68) it is advisable that a teacher starts by dividing the class into two groups. Once learners and teachers are used to this, they can divide into smaller groups. Wilkens continues that it is important to explain the advantages of group work to learners. Wilkens (1998, p68–72) maintains that class groups should never remain static and should change from time to time according to the purpose of the activity. On the other hand it is not advisable to change groups too often as Artzt and Newman (1990, p15) say it takes time for group cohesiveness to develop. When students know that their group will be together for some time, they realize that they must improve their personal skills so that they can function effectively.

According to Van der Horst and McDonald (1997, p127) co-operative learning is something more than learners working in a group. They continue (p128) by saying that if a co-operative learning approach to teaching is adopted, democracy can really come into play, with learners contributing their experiences from their daily lives as well as having their needs met. The advantages of co-operative learning are twofold. Learner participation leads to more meaningful learning taking place in classes and it provides teachers with a possible means of coping with large classes. Co-operative learning stimulates peer interaction and learner-to-learner co-operation. The aims of co-operative learning are the improvement of learner understanding and skills in the learning area and for the learners to develop co-operative group skills and to gain an appreciation for the different cultures found in South African classrooms (van der Horst and McDonald, 1997, p128). Artzt and Newman (1990, p14) say that for maximum benefit groups should be heterogeneous in ability and personal characteristics. They continue that the most effective way to ensure heterogeneity is for teachers to set up the groups. Often learners will not form groups within mixed cultures. If learners are forced to join a multi-cultural group, sub-groups are often formed

within such groups. Artzt and Newman (1990, p14) say teachers know their learners and can see to it that they place readers with non-readers, task orientated students with non-task orientated students, high-ability students with medium- and low-ability students, minority students with majority students, non-English-speaking students with English-speaking students and males with females. They continue that it is important for students to be happy in a group and it would therefore be desirable to ask students to indicate which peers they would like to work with.

Artzt and Newman (1990, p15) write that for co-operative learners to succeed, the students in a group must perceive themselves as dependent on one another. It is important that each learner be prepared to give as well as receive. A co-operative learning group functions well when students are concerned not only about themselves, but also about other members of the group. Learners can engage in peer teaching and difficult concepts can be explained to another learner in his or her own words (Artzt & Newman, 1990, p16). Artzt and Newman continue (1990, p18) by saying that learners find learning together is fun and that being part of a group is exciting. The anxiety experienced by those who do not understand the work is reduced.

Group work should be incorporated in a course from an early stage. In the beginning it is not advisable to concentrate too much on the marks being allocated. It might just detract from the main purpose of using group work assessment – that of developing learners' skills at working together (Brown, Race & Smith, 1996, p122).

The teacher plays an important role in the successful implementation of co-operative learning. The teacher must explain assignments, the academic expectations for the group, the expected collaborative behaviours, the procedure to follow and the definition of group success. The teacher should set up the task in such a way that the group members are dependent on one another to

complete the task. The teacher must monitor the groups while they are in progress and must provide assistance where needed (Artzt & Newman, 1990, p19).

2.4 ASSESSMENT AND THE NEW CURRICULUM

The National Qualifications Framework is underpinned by the principles of life-long learning. Skills do not always have to be gained formally and this means the framework must accommodate new ways to find out if a learner is competent. Competence means to have the knowledge, skills and abilities to do something and to understand the context in which this activity takes place. Assessment is used to decide if a learner is competent or not. According to Pahad (1997, p5) assessment involves three steps. The first step is the assessment tasks that the learner must complete. The second step is the collection of evidence of the learner's performance and the evaluation of this evidence against agreed standards by the assessor. The third step is the recording of the outcome of the evaluation and the awarding of a credit for the level of competence (Pahad, 1997, p5)

Outcomes guide the process of teaching and learning. They are also used as the criteria for assessing learners (Janse van Rensburg, 1998b, p28-29). In order to determine if a student has mastered a specific section of the work, assessment has to take place. One of the principles of assessment is that it should be an integral part of course design and not something to be bolted on afterwards (Knight, 1995, p67). According to Potenza and Monyokolo (1999, p234) this is exactly the mistake that was made in South Africa. In developing the new curriculum attention was not given to the development of an assessment policy.

An Outcomes Based approach to curriculum design is strongly linked to assessment. In order to achieve the desired changes in education, assessment

needs to be properly aligned with curriculum reform and teaching practices. Educators must move away from summative assessment at the end of a learning experience and make use of developmental assessment that is an ongoing process (Janse van Rensburg, 1998a, p82). Assessment is not a separate part of a learning experience. According to Pahad *et al.*(1997b, p10) good Outcomes Based Education practices stress that continuous assessment should be used to inform teachers' practices. When continuous assessment practices are implemented the assessment is formative in nature.

2.5 TYPES OF ASSESSMENT

The traditional assessment methods used were mainly summative and confined to the testing of content. Too much emphasis was placed on memorizing information. A learner's competence and ability to use skills acquired in lessons should also be evaluated (Mackrory, 1996, p18).

Pahad *et al.* (1997c, p6) explain that some teachers think that testing and examinations should now be abandoned if they want to be good Outcomes Based practitioners. This is only partly true. They continue (1997c, p6) that assessment is a vital part of Outcomes Based Education, but that the nature of assessment practices must change. Traditionally the focus was only on summative assessment. Teachers need to reduce their reliance on written tests and examinations and increase their range of assessment styles to include continuous assessment that must be integrated into teaching.

2.5.1 FORMATIVE ASSESSMENT

Firstly, formative assessment needs to be distinguished from summative assessment. Formative assessment provides 'formative' information both to teacher and learner. It indicates what the learner has learned or not learned thus far. Summative assessment refers to assessment at the end of the term, a

course or a year. It is done in order to determine if a person can move on to the next level (Priestley, 1982, p24). Harris and Bell (1994, p99) state that formative assessment uses the process of assessment as well as the results to influence the learning process whereas summative assessment is used to determine if a person has achieved the required competences.

Formative assessment must be integrated throughout the learning experience (Kotzé, 1999, p31). In order for learners to meet the challenges of a highly competitive world, educational institutions must have an ongoing commitment to an appropriate and relevant curriculum. Quality teaching and learning requires good assessment practice and reporting. Learners need continual support as they strive to reach their highest possible standards of achievement (Department of Education, 1997, p28). Formative assessment is more prominent in an Outcomes Based Education system.

According to Brown, Race and Smith (1996, p16) the more detail one provides with feedback after assessment, the greater the likelihood that students will have opportunities for further development. Formative assessment can help to plan future learning experiences. Teachers can diagnose whether learners are experiencing problems. The information resulting from formative assessment is used for the improvement rather than grading of learners' work. Formative assessment is not cycle tests and formal examinations at specified intervals. Formative assessment is concerned with the process of learning. Proper and thorough preparation is necessary if formative assessment is to influence teaching (Kotzé, 1999, p33-34).

2.5.2 CONTINUOUS ASSESSMENT

Continuous assessment became official policy in South Africa in 1995 (Siëborger & Macintosh, 1998, p26). Continuous assessment does not mean tests every day and therefore the loss valuable of learning time. Continuous assessment

can assist teachers to be constantly aware of how their learners are developing (Pahad *et al.*, 1997c, p12).

Continuous assessment means assessment in an ongoing way. This means that the whole range of class- and homework can be acknowledged. All the learner's work will then be given the status and value reserved for examinations and written tests. By assessing learners throughout the year we can record how well they work in everyday conditions (Pahad, 1997, p10). With continuous assessment one assesses periodically throughout a learning process (Harris & Bell, 1994, p102).

Continuous assessment is criterion referenced and has a more formative than summative nature (le Grange & Reddy, 1998, p10). Continuous assessment is assessment that takes place throughout a course or period of learning. Some teachers use continuous assessment for summative purposes. They only collect marks that they can add up and use as a year mark. These teachers are not interested in helping the learners (Siëborger & Macintosh, 1998, p25).

When used correctly, continuous assessment monitors the learners' progress towards achieving outcomes and both teacher and learner get regular feedback and progress updates. Learners are motivated and stimulated on a continuous basis (le Grange & Reddy, 1998, p10). Continuous assessment has the following advantages for learning: it provides valuable formative feedback, it can reduce stress and it can motivate learners. These advantages will only be realized in practice if the organization of the continuous assessment is focused on the learners' needs (Harris and Bell, 1994, p102 – 103). Pahad (1997, p1) states that good teachers are good assessors. Teachers therefore have to be aware of learners' progress.

The main aim of continuous assessment is to assess the promotion level of learners on an ongoing basis. Teachers can choose activities that meet the needs of individual learners. Continuous assessment also allows teachers to

diagnose whether the learners are experiencing difficulty and it indicates where differentiated instruction is needed (Mackrory, 1996, p17). This diagnosis allows for formative assessment that is forward looking and assists in planning future learning experiences. The focus of this study will be on using continuous assessment as a means of assessing learners formatively. Learners will be given feedback on their efforts at every stage. In order to provide feedback that is authentic and relevant to the learner, both the teacher and learner need to be aware of criteria that will be used in the assessment process.

2.5.3 CRITERION REFERENCED ASSESSMENT

In the past norm-referenced assessment, where learners were ranked from the highest to the lowest, was used (Department of Education, 1997, p28). Siëborger and Macintosh (1998, p16) write that, although norm-referenced assessment has great value in the important aspect of giving information about the learners' achievement in relation to the achievements of others, it does not tell very much about the individual achievement of a learner. The form of assessment had to change from norm-referenced to criterion-referenced when the approach to teaching became learner-centred.

Clarke (1997, p15) writes that according to the National Qualifications Framework learners will now be assessed in terms of whether or not they are able to demonstrate an outcome. The need to assess the individual according to what he or she has achieved resulted in policy makers insisting that educators shift to criterion-referenced or criterion-based assessment.

Unlike the assessment used in the previous education system, the teacher now gives learners the criteria by which a task is going to be assessed when they give the learners the task to do. Learners know from the beginning what criteria they have to meet and how they will be assessed (Siëborger & Macintosh, 1998, p17). Siëborger and Macintosh (1998, p17) also state that, with criterion referencing, unlike norm referencing, it does not matter how many learners do very well. The

reason is that the aim is to have as many learners as possible achieving all the criteria.

It is important to remember that assessment criteria describe what must be assessed and not how to assess. It is not the assessment criteria that we assess, but the outcome. Assessment criteria are written in the form of a noun, a verb and a condition. They are written in the present tense and often in the passive voice. There can be four to six assessment criteria per outcome (NACWC, 2000, p43).

2.5.4 AUTHENTIC ASSESSMENT

Authentic assessment refers to assessment that is appropriate to the purpose for which it is used and what is being assessed (Siëborger & Macintosh, 1998, p35). According to Kingore (1999, p3) authentic assessment increases student's self-esteem and motivation to excel, it provides parents with concrete documentation of students' learning and growth and it validates teachers as decision-making professionals.

Janse van Rensburg (1998a, p86) states that authentic assessment ensures that learners can really use their knowledge outside the classroom. With authentic assessment there is the opportunity to show one what can be done within a context that approximates situations that will be encountered after learners have completed their studies. Paper-and-pencil tasks, performances and portfolios are three major formats used in authentic assessment. Paper-and-pencil tasks most closely resemble traditional evaluation methods. Learners get the opportunity to use their knowledge and skills to accomplish tasks they might encounter outside college. Performances include oral presentations, multimedia presentations, demonstrations, projects and assignments. Performances require practice and take a long-term effort to produce. Performances tend to emphasize integration of skills and understandings, collaborative group work and student choice and design. Portfolios are discussed at a later stage.

Traditionally only teacher assessment was used. Teachers assessed the practical work as well as the tests and examinations that learners wrote. In order to bring assessment in line with an Outcomes Based Education approach, the teacher now has to focus on criteria when assessing learners' work. Teachers can make use of self- and peer assessment and interviews, portfolios, projects and essays, other than the traditional tests and examinations, can also be used. This study focuses on criterion-referenced assessment done by learners and teachers and includes practical work that could previously not be assessed.

2.5.5 SELF- AND PEER ASSESSMENT

Self- and peer assessment are valuable strategies to use in conjunction with performance assessment (Department of Education, 1997, p35). Learners take ownership of the learning they are undertaking. They then do not view assessment as a process done to them, but as a participative process in which they are involved. This serves as a motivation to students. Learners get the opportunity to share their experiences with one another. Self- and peer assessment give learners the opportunity to develop their own transferable personal skills in such areas as group work, leadership, teamwork, creative thinking and problem solving (Brown & Knight, 1994, p52). Self- and peer assessment contribute to learning. Through self- and peer assessment learners take greater responsibility for their learning (Harris & Bell, 1994, p114).

It is important to distinguish between self-assessment and self-grading. Self-assessment involves the use of evaluative processes in which judgment is involved. Self-grading is the marking of one's own work against a set of criteria (Brown & Knight, 1994, p52). At first learners might resist self-assessment due to a lack of confidence in their own abilities. Some questions also arise on the validity of self-assessment (Brown & Knight, 1994, p52-53).

Self-assessment, self-knowledge and formative assessment are closely linked (Brown & Knight, 1994, p54). Self-assessment helps learners to identify their strengths and weaknesses and trains them in the use of assessment criteria and objective judgments. It also helps them to demonstrate the value of defined guidelines, quality control criteria and step-by-step procedures. Self-assessment is often less threatening than assessment by teachers or peers (Priestley, 1982, p85). Self-assessment helps students to become more critical (Brown & Knight, 1994, p57). The portfolio is a good example of a self-assessment method (Brown & Knight, 1994, p56).

Although Siëborger and Macintosh (1998, p64) state that it takes a year before learners can do proper self-assessment, this process was attempted during the periods of data collection in this study. The analysis will take into account that the process of self-assessment was eliminated in this study. Brown and Knight (1994, p57) suggest that learners must first attempt to assess their peers. A set of assessment criteria should be provided. Learners will need some guidance at first. Problems arise when peers assess each other, namely: settling of old scores, over-marking of friends' work, arrangements such as a good mark for a good mark, higher marks to the extrovert and idle and lazy learners riding on the backs of other learners. To ensure validity it will be necessary to ensure that evidence and criteria are taken into account. Assessment criteria can be negotiated at a briefing session. Groups can be numbered and the odds can assess the evens (Brown & Knight, 1994, p57-60).

2.5.6 GROUP ASSESSMENT

According to Brown and Knight (1994, p62-63) some teachers may feel that individuals in a group are not treated fairly. There are various ways of coping with this problem. If all group members receive the same mark it is advisable not to put too much weight on the marks. Secondly, the marks awarded can be multiplied and the total can then be divided according to negotiated criteria. With

the third method all students get the same mark as well as an additional mark for individual contributions. The fourth method is to break down the group task into smaller tasks and to assess these tasks individually. The final method is to give all group members the same mark and to include an examination question on the project. This is the method that is currently used in Entrepreneurship and Business Management-N4, but it is not very effective, as the same question is repeated every year and learners provide the information required without actually being competent.

Although how assessment is done is important for the process of assessment, the choice of tasks to be assessed also has a role to play. The criteria decided upon depend on the task or performance that is being assessed. What follows in this section is the different performances of the learner that can be presented for assessment.

2.5.7 PORTFOLIOS

Portfolios are selections of learners' best work for eventual summative assessment. Kingore (1999, p3) defines a portfolio as a systematic collection of student work selected largely by the student to provide information about the student's attitudes and motivation, level of achievement and growth over time. Janse van Rensburg (1998a, p86) states that portfolios' reflective component is that which distinguishes them from being mere collections. Learners select what they want to include, but teachers guide this selection process by suggesting criteria. Each portfolio piece must include reflections on both the learner's performance and learning. The following criteria may be used to assess portfolios: purpose, achievement, application, continuity and reflection (Posner & Rudnitsky, 1997, p195-198; Janse van Rensburg, 1998a, p86).

Portfolios are useful for assessing the development of learners' competence in particular outcomes. A sample of work that reflects a learner's competence in a

certain skill or outcome is chosen and put in the portfolio together with the teacher's assessment at the beginning of the year. The learner also keeps a diary or journal explaining the contents of the portfolio and his/her progress in the achievement of the particular outcome. Learners are actively involved in their own learning (le Grange & Reddy, 1998, p23). Portfolios are a good way to encourage reflective self-assessment (Pahad, 1999, p268).

Kingore (1999, p6) suggests that the teacher should plan how to integrate the process of compiling portfolios into the regular classroom routine so that it does not become something extra to do. He continues by stating that you should start planning small and then let the process develop and grow with time and experience. Portfolios should reflect the personal goals, styles and strengths and needs of the educator and the students. In order to allow for the process to begin smoothly and quickly, the educator can plan the first item that the students should file in their portfolios. It is important to communicate with other teachers, parents and students. Students should know the reasons for developing a portfolio and what the benefits are (Kingore, 1999, p6).

According to Pahad (1997, p11) portfolios should, in time, replace examination results. Kingore (1999, p9) suggests that portfolios should be integrated as part of authentic learning experiences in the classroom and should be integrated into students' daily learning experiences. Criteria for quality work should be discussed. Portfolios should further be integrated with assessment goals and topic objectives (Kingore, 1999, p9–10). In the language used in South Africa portfolios should be a form of assessment of the learning outcomes.

2.5.8 ESSAYS

Essays are a traditional form of assessment. An alternative to this form of assessment could be role-play essays. It helps students to see the relevance of the task and to take a personal interest in it. The learners' writing often becomes

more natural and fluent and even very small elements of simulation or role-play can dramatically change students' approaches to questions. If it is learners' subject knowledge or analytical skills which are being assessed and not their ability to structure essays the structure of the essay can be given and this will enable them to concentrate on content (Gibbs, Habeshaw & Habeshaw, 1986, p15, 18).

The memorandum report can be of great value. Learners often confuse quality with volume. This requires students to summarize their findings, that might otherwise run to many pages, on a single A4 size sheet. The advantage of this is that it is faster to mark than the typical lengthy report. The learners however have to do the same amount of research (Brown & Knight, 1994, p70).

When gobbets are used a snippet of text, or picture or other brief stimulus is presented to the student, who then has to respond to it. Gobbets are another version of an essay. They promise greater reliability as students can do more than one gobbet in the same time that it takes to write a full essay (Brown & Knight, 1994, p70).

2.5.9 PROJECTS

Assessment may also take the form of projects which are undertaken over a period of time. This involves the collection and analysis of data and the preparation of a written report (Janse van Rensburg, 1998a, p86). Conventional examinations have the tendency to emphasize memorizing and regurgitation of information. They are unsuitable for a project-based course. Conventional examinations can distract students from their project because they know they are not going to be tested on the project in the examination. This problem can be avoided by asking students questions in the examination that are related to their project work (Gibbs, Habeshaw & Habeshaw, 1986, p119). At the moment this is the method that is used for the Entrepreneurship and Business Management-N4

examination, but unfortunately the same questions are asked in every examination. This defeats the real purpose of the question as it encourages regurgitation.

A briefing session, at which the specific outcomes of the project are made clear, is very important. Brown and Knight (1994, p74) suggest that the assessment of the project work be based on an incremental approach. Learners are then required to hand in staged elements of a project. Direction can be given before they waste too much time on incorrect work. They can also receive credit for the process of producing the project. The final assessment is made easier for the teacher as he/she is familiar with the bulk of the material before the final assessment is made (Brown & Knight, 1994, p74).

Le Grange and Reddy (1998, p21) state that when the project is assessed, it is important not to focus on the end product only, but to take the process and circumstances into account. They further state that assessors should remember that learners do not have equal access to resource materials.

Brown *et al.* (1996, p8) also state that assessment should be equitable. They continue by saying that assessment practices should not disadvantage any individual or group. With reference to fair assessment they say that learners should have equal opportunity to succeed even if their experiences are not identical. All assessment instruments and processes should be seen to be fair by all learners. In the past the researcher made use of a system whereby the business plans, that are the main project of the learners, are taken in at regular intervals to mark and give guidance. In these instances it was found that the learners from the disadvantaged communities were not exposed to newspapers and television. Because of a lack of exposure their general knowledge of the business world is very limited. It became a challenge to provide learners with opportunities to succeed.

2.5.10 EXAMINATIONS AS SUMMATIVE ASSESSMENT

Examinations are often seen as a very efficient form of summative assessment as all students sit the same examination and a pile of scripts can be marked relatively easily. Examinations do not always give the best results. If learners are allowed a choice of questions it means that not all students sit the same examination. Examinations make demands on learners' factual knowledge. This has the unfortunate side effect of encouraging cramming and shallow learning (Brown & Knight, 1994, p67). In the past examinations did not always test the learner's ability to understand or apply information. When using an Outcomes Based approach, assessment moves away from being norm-referenced and content-driven to being criterion-referenced and skills-based. Skills-based assessment supports open-book examinations which tests if learners are able to apply, understand, modify and reorganise information (Clarke, 1997, p15–16). Open-book examinations are used to a certain extent in Entrepreneurship and Business Management courses at the N-4 to N-6 level. Papers are to be set in such a way that students do not have time to study during the examination itself. Learners must prepare themselves psychologically so that they will either know the answer or not know, based on prior understanding. It is however necessary for the teacher to adjust teaching methods to suit the assessment method. Research at the Cape Technikon showed that examination stress levels are reduced when using open-book examinations compared to other types of examinations that students have written, with the result that the majority of students enjoy open book examinations (Pein, 2000, p127–132).

One of the benefits of examinations is that they encourage learners to revise and learn how to work under pressure. It also helps to confirm the teacher's evaluation. Examinations ensure consistency between teachers, schools, districts and provinces in the interpretation of national standards. The education department can diagnose problem areas and ensure quality (Pahad, 1997, p11).

2.6 ISSUES IN ASSESSMENT

Assessment should be valid, reliable and objective (Janse van Rensburg, 1998a, p86). The basis of assessment should be fairness and for assessment to be successful learners must regard it as fair. Assessment can be regarded as valid if it measures what it is supposed to measure or if it does what it is meant to do. Reliable assessment is consistent and must give the same results if repeated under the same conditions (Siëborger & Macintosh, 1998, p11–12). Fair assessment is valid and reliable. However, Siëborger & Macintosh (1998, p12) state that assessment can never be completely valid and completely reliable. The assessor should aim at as much validity and reliability as possible. Validity, however, is more important than reliability, as it can still be useful to have validity without much reliability, but reliable assessment that has no validity is useless (Siëborger & Macintosh, 1998, p12). Assessors' interpretations of assessment criteria might differ. Assessors should, in order to be fair to their students, overcome this by talking to each other about it (Sutton, 1991, p12–13). Torrance (1995, p99-101) states that due to the fact that institutions compete against each other for student numbers and funding in the United Kingdom, inter-institution co-operation has been reduced to the minimum. Teams can be formed to develop teaching confidence and competence via collaborative planning, critical reflection and evaluation (Lockett, 1999, p11). As a result of changes in the way colleges are managed the former technical colleges have merged to form clusters now known as Public Further Education and Training Colleges. Colleges that were previously in competition with each other can now work together as a team and reap the benefits of inter-institution co-operation.

Apart from the prerequisites of validity and reliability, assessment should also be objective. One way to ensure that assessment is objective is to let learners write objective tests that produce answers that can be marked objectively. Criteria for marking are clear and can be used reliably with no personal and subjective judgment involved. The main advantages of objective tests are their reliability and the ease and speed with which they can be marked, as answers are either correct or incorrect. Examples of objective tests are right/wrong, short answer, completion, true/false, matching, multiple choice, multiple completion, assertion/reason and best answer (Gibbs, Habeshaw & Habeshaw, 1986, p27–28). Multiple-choice questions have the advantage that a wider range of knowledge and understanding can be tested. Due to the fact that such testing only requires learners to write short answers, it is possible to test a much wider agenda in an hour than would be possible in other written examinations. Such questions can be useful to give learners feedback on their learning. Feedback responses should be designed in a way that allows learners to find out not only what the correct option should have been, but also what was wrong with the option chosen (Brown *et al.*, 1996, p89). Experience has shown that learners do not take these types of questions seriously. They try and complete them as quickly as possible and do not really think about the answers they give and hence there is no focus on the learner's competences.

An Outcomes Based Education system focuses on helping a variety of learners to achieve learning outcomes (NACWC, 2000, p18). Brown and Knight (1994, p23) state that multiple methods are necessary to assess multiple talents for multiple audiences. Knight (1995, p78) states that there will always remain a degree of subjectivity in assessment, but the effect is greatly reduced by the processes of formulating clear criteria and the use of detailed marking schemes.

Outcomes Based Education means that each and every outcome must be assessed. We can therefore no longer rely on a single test or examination at the

end of the year. Continuous assessment will have to be implemented (Hallendorf, 1997, p11).

This new approach to South African Education requires legislation to regulate the system.

2.7 LEGISLATION AND THE NEW EDUCATION SYSTEM

The South African Qualifications Act was passed in October 1995. A statutory body, the South African Qualifications Authority, was established and tasked with overseeing the development and implementation of the National Qualifications Framework by which all South African education and training qualifications are specified in an Outcomes Based format, approved and registered (Department of Education, 1997, p14). As described in a document published by SAQA (South African Qualifications Authority, 2000), qualifications and standards that are registered are described in terms of the learning outcomes that the qualifying learner is expected to have demonstrated. There is therefore an underlying commitment to a system of education and training that is organised around the notion of learning outcomes.

The aim is that the NQF should create an integrated national framework for learner achievements and to enhance access to, and mobility and quality within, education and training. Quality is very important and SAQA will, on the basis of certain criteria, accredit providers to offer programmes and register assessors (Department of Education, 1997, p14).

The SAQA Act describes 'standards' as registered statements of desired education and training outcomes and their associated assessment criteria (South African Qualifications Authority, 2000). When registering qualifications on the NQF in an Outcomes Based format, higher education institutions will have to specify what they will teach and how they will assess. Educational institutions

will be required to put quality assurance procedures in place to assess if the learners do in fact achieve these outcomes (Luckett, 1999, p6-7).

Internal and external moderation will take place. SAQA will accredit Education and Training Quality Assurers (ETQAs) and appoint moderating bodies that can investigate problem areas in assessment when necessary. Internal moderation will be done at the educational institution and external moderation will be done at ETQA level. The moderation process ensures that learners are being assessed consistently, accurately and in a structured way. A moderation system ensures that assessment is credible, that assessors and learners behave ethically and that the quality of assessment is improved (NACWC, 2000, p45–46).

After 1994 South Africa was welcomed back into the international world. South African qualifications therefore need to be internationally acceptable. According to the Act (No. 58 of 1995) one of the functions of the South African Qualifications Authority is to ensure that standards and qualifications registered with the NQF are internationally comparable. The global trend is moving towards describing qualifications in terms of achieved learning outcomes and their associated assessment criteria. In order to bring South African qualifications in line with their international counterparts, South African qualifications will have to be described in terms of required standards of achievement (South African Qualifications Authority, 2000).

The above has an impact on Public Further Education and Training Colleges. Colleges have to rely on additional income by offering learnerships as described by the Sector Education and Training Act (SETA). These qualifications, as well as the formal courses, have to be in line with international trends in order to make them internationally acceptable and to enable learners to become part of the global corporate world.

2.8 SUMMARY

This chapter has dealt with the literature review. It places the aspects of the South African education system, that impact on Public Further Education and Training Colleges, into perspective. Curriculum development in general was discussed as well as the role of an Outcomes Based Education approach within the curriculum. Before the different aspects of assessment could be discussed the researcher had to look at the changes necessary in classroom practice and teaching strategies to suit an Outcomes Based Education approach. To complete the review the legislation that has impacted on assessment was focused on. Chapter 3 will focus on the research question and the research methodology used to answer the research question and the sub-questions emerging from the main research question.

CHAPTER 3

RESEARCH METHODOLOGY

The previous chapter contains a literature review that specifically concentrates on the curriculum and various types of assessment, as this research is about the changes needed in assessment to comply with Outcomes Based Education methods. In this chapter the qualitative research paradigm is placed in perspective and the reasons for using action research are given. The researcher also focuses on the role of triangulation and bias in the research. In order to clarify how data was collected, each data collection technique is focused on.

3.1 NATURE OF THE RESEARCH

3.1.1 QUALITATIVE RESEARCH

Qualitative research describes events and persons scientifically without the use of numerical data. Qualitative research is open and responsive to its subject (Best & Kahn, 1989, p89-90). It is concerned with collecting and analyzing information in mainly non-numeric forms, focusing on exploring. Smaller samples are used and studied in 'depth' rather than 'breadth' (Blaxter, Hughes & Tight, 1996, p60). Silverman (2000, p1) states that if you want to explore people's everyday behaviour, qualitative research methods are advised. In this study the focus was on classroom practice and assessment using an Outcomes Based approach and therefore a qualitative approach was more suitable than a quantitative approach.

3.1.2 APPROACHES TO RESEARCH

Within the field of educational research there are two basic types of research approaches. According to the positivist approach only observable and measurable data should be taken into account in research. This approach is situated within a technical world of measuring and testing instruments. Critical research on the other hand focuses on a critical understanding of a situation or practice being researched in order to plan for transformative action (Kerfeet & Winberg, 1997, p16). This study tends towards critical research and its interpretive nature. As far back as 1986 Carr and Kemmis (1986, p155) argued that positivist and interpretive approaches to educational research are inadequately justified and that educational research must adopt the forms of critical social science. They continued by saying that a critical education science has the aim of transforming education and that it is directed at educational change. A critical educational science has a view of educational reform that is participatory and collaborative; it envisages a form of educational research that is conducted by those in education themselves. Educational research is viewed as critical analyses directed at transformation of educational practices, the educational understandings and educational values of those involved in the process, and the social and institutional structures that provide frameworks for their action. A critical educational science is no longer on or about education, but it is research in and for education (Carr & Kemmis, 1986, p155-157). The researcher is a lecturer at a Public Further Education and Training College and was interested in how Outcomes Based Education can be practically implemented in a college environment.

3.1.3 ACTION RESEARCH

Before action research can be discussed it is necessary to look at the epistemology of action research. Chaudhary (1997, p115) writes that, in developing societies, the social strata you were born in, determined whether you had access to education or not. This was later abandoned, but poverty often prevented the masses from getting access to education. The medium of instruction also had an influence on access to education. Languages, that the masses were not used to, were used as medium of instruction. The use of unfamiliar languages helped to keep the field of knowledge production and usage inaccessible to the masses. The dominating powers also used to control the content that the formal system of knowledge production addressed. Today such control is indirectly exercised through financial regulations and aids. However, outside these controlled systems, existed systems and mechanisms whereby people themselves created knowledge relevant to them (Chaudhary, 1997, p115-116).

Two types of knowledge production emerged out of this. The formal system has a burden of serving sectional interests and mechanisms of control. The second system operates within the communities as part of the larger social practices. The first system is referred to as the dominant mode and the second is referred to as the popular mode (Chaudhary, 1997, p117-118).

The first characteristic of the dominant mode is the fact that it is isolated from day-to-day life of ordinary society. Secondly the acquisition and utilization of knowledge is an individualistic pursuit. The wealth of knowledge is not shared with others. Another characteristic is the fact that the dominant mode generally deals with issues of, and serves, sectional interests (Chaudhary, 1997, p118-119).

Action research falls into the category of the popular mode of knowledge production. Carr and Kemmis (1986, p12) define action research as a form of

self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practices, their understanding of these practices and situations in which the practices are carried out. Elliot (1991, p69) defines action research as the study of a social situation with the view of improving the quality of action within it. Action research was chosen as the methodology; as this study aims to develop an assessment plan for Entrepreneurship and Business Management-N4 and through this to try to improve the quality of the assessment done by lecturers. As methodology, action research targets the community of lecturers in the Public Further Education and Training Colleges.

These colleges are accountable to society due to the fact that funding, for which taxpayer's money is used, is provided by government. Major changes are taking place at these institutions. As suggested by Zuber-Skerritt (1997, p116) reviews and revisions of higher education curricula are best carried out by the academics themselves on the basis of their own action research, rather than on the basis of academic policies and curricula imposed upon them by government or the institution's central administration. Hoppers *et al.* (2000, p28-29) state that under the new Further Education and Training Act (Act 97 of 1998) partnerships must be formed between industry and educational institutions. Effective and stimulating learning programmes will have to be developed to serve the needs of specific communities. During the research study students were sent to local businesses to collect certain information. This made the theory more relevant for the students as they could relate to what was happening in their community. This study aimed to make the two modules relevant to real-life.

Action research can contribute to the professionalism of higher education teachers. In order to become truly professional, academics must aim at the highest quality of learning and teaching. They must become involved in educational research and theory on which they can base their practice. Instead of leaving decisions about the broader context in which they operate to outside

experts and educational researchers, they should become active participants in the process (Zuber-Skerritt, 1997, p114-118).

The main benefits of action research are the improvement of practice, the improvement of understanding of practice by practitioners, as well as the improvement of the situation in which the practice takes place. A single loop of action research is not enough to achieve the full potential of the above-mentioned benefits. A spiral of action research cycles is necessary (Zuber-Skerritt, 1997, p110-111). For this reason three cycles were undertaken in this study. Two colleges took part in cycle one and cycle two. During the cycles an Outcomes Based Education approach to assessment was implemented in the classroom. In the first cycle there was no interference by the researcher with what the participants did in their classrooms. The participants and the researcher attended the same workshops on Outcomes Based Education. The researcher did not want to appear as an expert and thus inhibit participants from acting spontaneously. However, not enough information was forthcoming from the lecturers. In the second cycle the researcher gave advice on how to improve on the assessment and requested that certain aspects, for example negotiation of assessment criteria, be covered in the classroom. In the third cycle the researcher used the reflections of the two previous cycles in the implementation process in her classroom. During the first two cycles the researcher was a non-participant observer and during the third cycle the researcher became a participant-observer.

Carr and Kemmis (1986, p182) explain that action research is based on the view of truth and action being socially constructed and historically embedded. It is a historical process of transforming practices, understandings and situations. An action research project begins with one pattern of practice and understandings in one situation and ends with another. Some practices or elements are continuous throughout the improvement process while others are discontinuous. At the same time understandings undergo a process of historical transformation. The

situation in which the practices are conducted will also be transformed in some ways. Action research relates a particular practice, understanding and situation to another. The action researcher aims at improving future practices, understandings and situations by understanding how current practices are socially constructed and historically embedded. The action researcher must recognize the social character of educational practices, understandings and situations to extend the process to involve others in collaborating in all phases of the research process (Carr & Kemmis, 1986, p182). The situation at each college, the background of the learners and the training of the educators had to be kept in mind when evaluating the situation. To begin with, the different colleges did not have contact with each other so as not to taint each social context.

Having taught the course in the traditional manner in the past, the researcher was looking for alternate ways of delivery and assessment to optimise teaching. According to Kemmis (1993, p184) action research is not distinguished by the use of any particular set of research techniques. Rather, it is distinguished by its method. It can be seen as a problem-solving process. It is this process that suited the study. The process of research and knowledge creation is similar to the process of learning and problem solving in everyday situations. The ongoing process starts with a problem and its analysis through a conceptualization of the known facts or events. The problem was the need to change teaching styles and assessment techniques to suit an Outcomes Based approach. This required planning and implementation of an action programme. These activities are critically evaluated and reviewed by action researchers in order to develop a new cycle of research. It is advised that teachers start with their existing knowledge from this vantage point (Zuber-Skerritt, 1997, p94 and p103). The lecturers participating in this study were encouraged to use what they had learnt from the training sessions provided by the National Access Consortium - Western Cape in the first cycle.

Kurt Lewin (in McNiff, 1995, p22) believed that the best way to move people forward was to engage them in their own enquiries into their own lives. He stressed the importance of democratic collaboration and participation (McNiff, 1995, p22). McNiff (1995, p26) writes that Stenhouse gave prominence to the idea of the teacher as researcher. He encouraged teachers to see themselves as the best judges of their own practice. He had the idea of an education science in which each classroom is a laboratory and each teacher a member of the scientific community. The two lecturers at their individual colleges were treated separately as members of the scientific community.

When receiving training in Outcomes Based Education practices the lecturers generally complained that the facilitators could not give answers to questions regarding practical applications. Action researchers is also often criticized for the fact that they present abstract systems in which theory comes first and practice follows. Researchers tend to be prescriptive and tell teachers what to do rather than indicate possible ways of how to do it (McNiff, 1995, p34). The researcher aimed to be able to come up with practical suggestions as a result of a joint effort of a group of lecturers after completion of the third cycle.

Whitehead (In McNiff, 1995) warns that unless we keep the living 'I' in our educational discussions, action research loses touch with reality and becomes an academic exercise. He maintains that action research must in itself be educational. Action research must help teachers to make sense of their normal, everyday practice (McNiff, 1995, p37-38).

According to McNiff (1995, p43) action research should offer the capacity to deal with a number of problems at the same time by allowing the spirals to develop spin-off spirals. Just as in reality, one problem will be symptomatic of many underlying problems. The lecturers taking part in the research study were concerned with the implementation of assessment practices using an Outcomes Based Education approach, but encountered many problems related to this for

which solutions had to be found. Generative action research, as described by McNiff (1995, p45) enables a teacher-researcher to address many different problems at one time without losing sight of the main issue.

For the purpose of this research the current syllabus was used as a basis from which to work. Two modules were chosen and to suit an Outcomes Based Education approach, the methods of teaching and assessment were adapted. Kember and Kelly (1993, p7) write that action research arises from a problem or ambiguity. The problem or ambiguity arose out of much uncertainty amongst lecturers as to how to implement an Outcomes Based approach in the classroom and more specifically how to assess learners. In collaboration with the participants, an assessment plan was drawn up. The researcher supplied rough guidelines and the participants could adapt these to suit their own needs. It was arranged that the participants would keep careful records on everything regarding the research study. Although the participants attended courses on Outcomes Based Education they still had difficulty in implementing the new system. The researcher monitored the study by keeping regular contact on the telephone and through personal visits to participants at the colleges (Kember & Kelly, 1993, p7-11).

The first cycle was very open and the participants were allowed to decide for themselves how and what they wanted to assess. After the first cycle the participants reflected on their efforts and endeavoured to improve on the first attempt. The researcher felt that not enough feedback was received, and during the second cycle, requested that certain specific things be done. After the second cycle the researcher implemented an Outcomes Based approach to teaching and assessment in her classes.

Zuber-Skerritt (1997, p114) argues that there are five reasons why action research might lead to better understanding and improvement of learning and teaching in higher education. These are summarized in an acronym, CRASP,

where C represents Critical attitude, R Research into teaching, A Accountability, S Self-evaluation and P Professionalism as teachers. In order to reach one of the major goals of higher education, namely, critical thinking in students, teachers must be masters of critical thinking themselves. Action research helps teachers to do just that. The research forced both the researcher and the participants to look critically at their situations and their actions in the classroom.

Research done by teachers as reflective practitioners has a more powerful effect on the improvement of learning, teaching and staff development than research produced by educational theorists (Zuber-Skerritt, 1997, p115). By actually writing down and reflecting in diaries and through critical conversations, all participants were forced to analyse their actions critically. As stated by Hoppers *et al.* (2000, p127) one of the challenges facing Further Education and Training institutions is the costly exercise of re-education and re-training of educators to meet the demands of the changed education system. The researcher and participants hope to make a contribution to the re-education process by sharing their experiences gained through the research with other Entrepreneurship and Business Management lecturers on both the Further Education and Training level and the Higher Education level.

According to Hammersley (1993, p216) teachers expect research to provide solutions to problems that face them in the classroom. Kember and Kelly (1993, p3) state that educators are concerned about the gap between research and theory on the one hand and daily practices of education on the other. Researchers tend to define educational problems differently from how practitioners define them. By creating a situation in which practitioners define research problems and conduct research in such a way that the outcomes are directly useful to classroom or other educational situations, the gap is closed (Kember & Kelly, 1993, p3). This research aims to find practical solutions to problems arising in class as a result of the changes in the education system.

3.2 PURPOSE OF THE RESEARCH

Outcomes Based Education was introduced in South African schools in 1998. Public Further Education and Training Colleges will have to change to Outcomes Based Education methods to fall in line with the new education practices.

According to Carr & Kemmis (1986, p155) critical educational science has a view of educational reform that is participatory and collaborative; it envisages a form of educational research that is conducted by those in education themselves. Educational research is viewed as critical analysis directed at transformation of educational practices, the educational understandings and educational values of those involved in the process, as well as the social and institutional structures that provide frameworks for their action. A critical education science is no longer research on or about education, but it is research in and for education. Teachers, students, parents and school administrators should become involved in critical analyses of their own situations with a view to transforming them in ways which will improve these situations as educational situations for students, teachers and society (Carr & Kemmis, 1986, p155-157).

As the researcher is a lecturer at a Public Further Education and Training College the “purpose” of this research was to develop an assessment plan for Entrepreneurship and Business Management-N4 that will benefit the students in the Entrepreneurship and Business Management class. Lecturers are looking for practical suggestions on how to implement Outcomes Based Educational assessment practices for their subject. With this research the researcher endeavoured to come up with practical solutions to the problems that lecturers encounter in the classroom and which cannot be solved using the manuals supplied at training courses.

The contribution of educational research to educational practice must be evident in actual improvements in concrete educational practices (Carr & Kemmis, 1986,

p160). It must be evident in the actual understanding of these practices by their practitioners and in the improvement of the concrete situations in which these practices occur. Educational institutions have their educational character because people react to them in certain ways, which they understand as educational. The practices of teachers, administrators, students and parents constitute educational situations. Therefore, to improve educational situations, we must transform the interacting webs of practices that constitute them (Carr & Kemmis, 1986, p160). In this research, by interacting with both the subject matter in terms of assessment practices and with lecturers responsible for the course, the researcher hopes that students' results will improve. This research also focuses on making the transition from traditional assessment to new forms of assessment easier for lecturers.

The results of the research will be made available to the researcher's colleagues who are interested in transforming their educational practices. These results can also be used for all levels of the Entrepreneurship and Business Management course and not only the N4 level.

3.3 THE ROLE OF OBJECTIVITY

Traditionally, social sciences took natural sciences and their exactness as a model and paid particular attention to quantitative and standardized methods. Attempts were made to eliminate the subjective views of the researcher as well as of the individuals under study. As a result, in quantitative research, investigations and findings were too far removed from everyday questions and problems. In practice it is the same subjectivity that influences investigations of everyday problems. The interests and social and cultural backgrounds of those involved in the study influence the research. It is this influence that forms the essence of research in the social sciences. Qualitative research seems to be a better option to address these influences (Flick, 1998, p2-4).

A common misconception exists that statistics cannot be used in action research. However, researchers can employ both qualitative and quantitative research techniques (McNiff, Lomax and Whitehead, 1996, p15). Vockel and Asher (1995, p193) state that the two types of research are perhaps of the greatest value when combined. Quantitative research is not more objective than qualitative research. Facts and figures are analysed or interpreted by researchers who are as subjective as most other people (Kerfeet & Winberg, 1997, p18). Although qualitative research strives to be objective, the human nature and the imprecision of measurement processes in education guarantee that research in education can never be as objective as that in physics and biology (Vockel & Asher, 1995, p192). Qualitative research has been criticised as seeking only to interpret and not to change, but qualitative methods are used to expose fundamental problems or contradictions and to motivate for far-reaching changes (Kerfeet & Winberg, 1997, p18). This research has made use of qualitative research methods. Through action research the researcher has sought to establish how assessment in the Entrepreneurship and Business Management-N4 course could be changed to suit an Outcomes Based approach.

It is important for its status as a source of knowledge that educational research is seen as objective. Objectivity can either mean to be fair and open to all sides of the argument or it can refer to a method or procedure through which we acquire information. To have an ontological objective view means to see things the way they are. Procedural objectivity is achieved by using a method that hopes to eliminate the scope for personal judgment. As far as procedural objectivity is concerned, the creation of procedures that eliminate judgment is certainly possible. Consensus achieved through procedural objectivity is genuine. It demonstrates that people can agree for certain good reasons, but consensus has to be reached on what is a good reason and what is not. Eisner (1993, p54) argues that objectivity is: "a concept built upon a faulty epistemology that leads to an unrealizable ideal in its ontological state and a matter of consensus in its procedural state." The researcher tried to stay objective as far as was humanly

possible and by verifying the data and the researcher's interpretation thereof with the participants. The researcher often went back to participants to ensure that the interpretation of the information in the journal diaries was correct.

When researchers make observations they cannot argue that these are objective. Observations can be influenced by background theories, hypotheses, personal hopes and desires. Theories and methods of data collection can have an influence on the facts (Phillips, 1993, p62). In order to try and maintain objectivity the researcher did not apply Outcomes Based methods in her classes while the participants were implementing the first two cycles. The researcher only applied an Outcomes Based approach to assessment in her own classroom during the third cycle to see if the researcher experienced the same problems detected by the participants in the first two cycles and to address some of the issues that emerged in the first two cycles.

It is argued (Phillips, 1993, p67) that the paradigm in which an inquirer works will determine if the inquirer judges something as being true. In cases where the achievement of objectivity is questioned, the focus of attention is the framework within which the inquiry is being pursued. Phillips (1993, p71) comes to the conclusion that what is crucial for the objectivity of any inquiry is the critical spirit in which it has been carried out. The researcher endeavoured as far as possible to look critically at all situations at all times and not to let personal opinions get in the way.

3.3.1 TRIANGULATION

According to Silverman (2000, p177) triangulation refers to the attempt to get a 'true' fix on a situation by combining different ways of looking at different findings. However, many of the research models that underlie qualitative research are simply not compatible with the assumption that the 'true' fixes on 'reality' can be obtained separately from particular ways of looking at it. The researcher used various data collection techniques such as interviews, questionnaires, journals

and critical conversations. The participants' comments and reactions were verified in this way.

To be considered as reliable the data collection process must not be self-contradictory and the data collection must be consistent and stable. For data to be valid the observations, interviews or content analysis must contain the information that the researcher thinks they contain. It can happen that the concept of reliability is ignored in qualitative research. This can be the case where events are rare and where it is difficult for two independent observers to describe them and later check their level of agreement. Seeing that qualitative research is labour intensive, an attempt to duplicate observations would be enormously time-consuming and expensive. It can be argued that the exact situation cannot be re-created with the participants since they would have grown from their first experiences.

Low reliability can create problems with interpretation (Vockel & Asher, 1995, p205-206). The researcher sought to overcome the problems of reliability and validity by implementing the process of triangulation. Multiple sources were used for the data collection. The participants had to keep journal diaries. Notes were made of all conversations and interviews were audio taped. The participants had to keep all assessment records and critical conversations over the telephone took place regularly.

3.3.2 BIAS

Various types of biases can be a threat to the validity of qualitative research. One of the biases concerns the time span of settings sampled. The settings may not be typical of those to which the results of the data collection process will be generalized. Vockel and Asher (1995, p206) suggest that a way to treat the problem is to collect data over a lengthy time span and by selecting settings judiciously. The researcher made use of convenience sampling and tried to ensure that the settings were as representative as possible. The data were

collected over three semesters, which stretched over a period of eighteen months.

The subjectivity of observers can be another bias. Observers tend to be biased about what they see. Since qualitative research often involves interpretation, further problems occur when observers misinterpret what is really happening. In phenomenological terms, observers are reporting their own reality rather than the reality they should be observing. During the final interview the researcher had the opportunity to ask questions to ensure that she correctly interpreted the participants' feelings about Outcomes Based Education and how they experienced it during the research period. It was important that the researcher treated each institution as a separate "case" and did not compare them before the data analysis started. The researcher had to distance herself from what she saw and experienced at the different colleges. Each participant had to be looked at separately and the facilities at the colleges and the manner in which the researcher was received and treated could not play a role. Each participant had to be observed individually and the researcher endeavoured to concentrate on what transpired in the classroom rather than on the person performing the actions.

Practitioners research their *praxis* (informed committed action). A problem seems to arise as to whether this research can ever be unbiased. It is often argued that action research is always biased, because it involves the researcher in analyzing his or her own practices. The "findings" of action research can then be seen as unreliable as a result of self-deception or ideological distortion. Critical educational science claims that the very purpose of critical self-reflection is to expose and identify self-interests and ideological distortions. The practitioner deliberately examines where his or her own practice is distorted by taken-for-granted assumptions, habits, customs, precedent, coercion or ideology (Carr & Kemmis, 1986, p190-192). As non participant observer the researcher was able to look critically at what happened during the first two cycles. When the

researcher applied Outcomes Based methods in the classroom during the third cycle she tried to avoid mistakes made during the first two cycles. Practices that appeared successful during these cycles were repeated. The researcher looked critically at her practices after the third cycle to analyse the successes and failures.

3.4 RESEARCH DESIGN

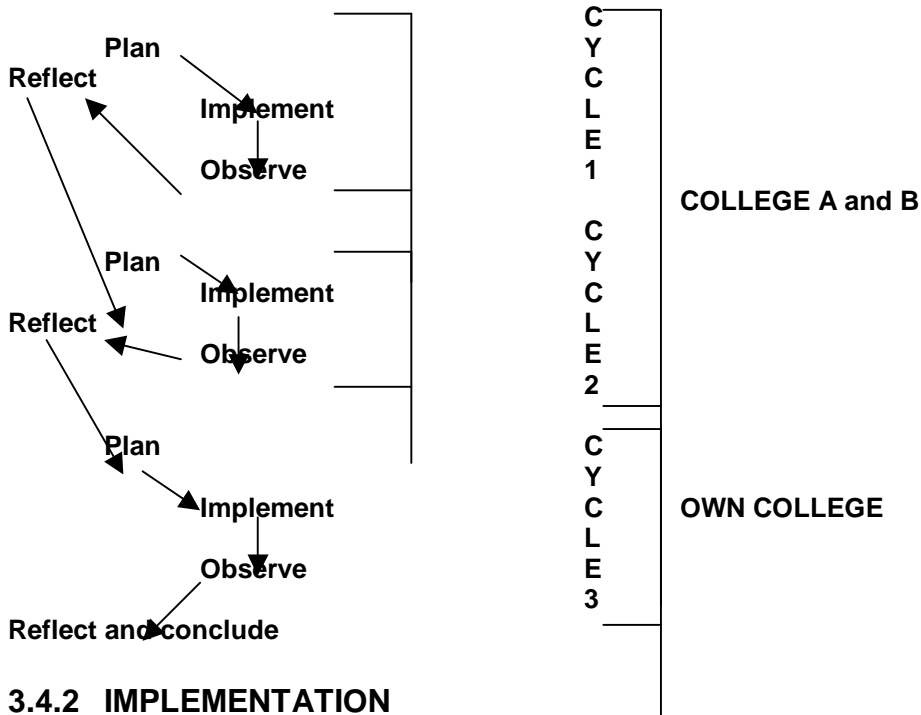
3.4.1 PLANNING

The researcher made use of action research as the cycles of planning, implementation, observation and reflection best suited the circumstances. Three cycles were planned in the design (see fig. 3.1).

The researcher negotiated with the participants regarding the modules to be used in the research study. The reason for this was to make sure that the participants were comfortable with the modules to be used and to ensure that all the participants implemented the same content.

Although the participants attended courses on Outcomes Based Education the researcher supplied reading material on the implementing of Outcomes Based Education in terms of methods of assessment that they could change to assist them with implementation. All colleges are supposed to have a manual on Outcomes Based Education in their offices that should be available, but the lecturer of College B did not know where to find their manual. During the researcher's first visit to the respective colleges the researcher explained what was expected of the participants.

FIGURE 3.1: THE CYCLES OF ACTION RESEARCH



3.4.2 IMPLEMENTATION

The researcher supplied the participants with diaries in which they were required to make reflective journal entries regarding their experiences during the implementation stage. Regular discussions took place and the researcher was in contact with the participants at all times. It was required of the participants to keep records of everything that they did in the classroom.

3.4.3 OBSERVATION

The observation did not entail actual observation in the classroom, but an observation of how lecturers reflected on the change. This was done by reading the entries in the journal dairies as well as interviewing the participants and holding critical conversations telephonically.

3.4.4 REFLECTION

Reflection occurred after every cycle. By taking into account all the problems that the lecturers experienced in the previous cycle, the next cycle was planned.

3.5 DATA COLLECTION

Kerfeet and Winberg (1997, p44) list the following ways of finding information: observing, listening, interviewing, doing, reading, discussing and thinking. Before information could be gathered it was necessary to make contact with other Public Further Education and Training Colleges which formed the population of this study. According to McNiff *et al.* (1996, p34) it is an important part of research ethics to negotiate access to institutions with both the authorities and participants. What follows firstly describes how the sample was chosen and then which research techniques and tools were used.

3.5.1 THE SAMPLE

The term sampling refers to strategies that enable the researcher to pick a subgroup from a larger group and then use this subgroup as a basis for making inferences about a larger group. By using sampling strategies it is possible to collect data from a smaller number of respondents. These strategies make it possible to go into greater depth with this smaller number. In some cases, like this particular one, there are only a small number of respondents, but the amount of time needed to collect data from each person makes it desirable to deal with a smaller group. However, for a sample to be useful, it must be representative of the population about which we wish to make generalizations (Vockel & Asher, 1995, p170-180). The population in this case refers to the twenty-five colleges that existed in the Eastern Cape at the start of this research.

The researcher obtained permission from the Eastern Cape Education Department (Annexure B) to make contact with colleges regarding the research. The Eastern Cape Education Department could not provide an address list of the 25 colleges in the province. The researcher was only able to contact 17 of these colleges, as many of them do not have telephones. Permission then had to be obtained from the rectors of the various institutions to make contact with lecturers. Only four of the colleges responded to the initial request. Reminders were sent out, but only two more colleges responded.

Unlike quantitative researchers who often sample people and sites at random, qualitative researchers select informants and events for their unique ability to explain, give understanding and yield information about the meaning of expressive behaviour or the way the social system works. This is referred to as theoretical sampling (Vockel & Asher, 1995, p200-201). In this specific case a convenience sample was used. The choice of colleges was made from the six colleges that responded.

Colleges that responded could not be chosen at random as time was a factor and some colleges were too far apart. The ideal would have been to include a college from the previous homelands, but due to logistic problems it was not possible. The researcher's college, which is involved in cycle 3, is in a rural town in the Karoo Midlands district of the Eastern Cape. The other two colleges are within a radius of 250 km from the researcher's college. One college is in a rural town and the other one is in an urban area, close to the largest city in the Eastern Cape.

Qualitative research methods were used and therefore the backgrounds of the participants were taken into consideration. The colleges that were finally chosen for participation in the research study represent both the rural areas and urban areas. It was kept in mind that the students have different frames of reference. The fact that educators were trained differently at each institution was also a factor when participants were selected.

McNiff *et al.* (1996, p35) also suggest that the researcher should assure participants of their right to withdraw at any stage of the study. This was done and one of the colleges withdrew after a few weeks into the first cycle. The participant claimed that it was too time consuming. She did however take part in the second cycle.

3.5.2 CASE STUDIES

For the purpose of this study the case study technique was used within the methodology of action research.

Yin (1994, p13) writes that a case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident. He continues that case studies rely on multiple sources of evidence, with data needing to converge in a triangulation fashion and that case studies benefit from prior development of theoretical propositions to guide data collection and analysis. The researcher concentrated on the impact that assessment has when using an Outcomes Based Education approach. New approaches to assessment were tested in a classroom situation and these represented “real-life” situations. Various data gathering tools such as questionnaires, journal diaries, assessment records and interviews were used.

In terms of curriculum development, Stenhouse (1985, p50) writes that case studies in action research are concerned with contributing to the development of the case or cases under study by feedback of information that can guide revision and refinement of the action. Each institution represented a different “case” and the cycles allowed for an improvement in practice firstly in the two cases in the second cycle and then in the researcher’s “case” in the third cycle.

Bassey (1999, p41) writes that successful theoretical research and evaluative research invariably lead to written reports in order to serve the research purpose of advancing knowledge and wisdom. He continues that successful action research is often recorded only in the memories of those who participated. He suggests that action research be recorded as a ‘story-telling’ case study to make the outcome of the research known. Bassey (1999, p62) describes story-telling case studies as analytical accounts of educational events, projects, programmes

or systems aimed at illuminating theory. This study aims to tell the stories of three cases.

3.5.3 THE QUESTIONNAIRE

A questionnaire is a device that enables respondents to answer questions. The nature of the questions and the respondents' reactions to them will determine the answers that respondents give (Vockel and Asher, 1995, p124).

In this study the questionnaire was sent to determine if lecturers had any training in Outcomes Based Education methods and to gather information regarding their current assessment practices. Lecturers also had the choice of whether to take part in the research study or not.

The language used was clear and concise so as to facilitate rather than impede the respondents' ability to provide the desired information (Vockel & Asher, 1995, p124). When a questionnaire is used the information is limited to a written response, whereas with an interview you can learn a great deal from how a person responds as well as from what he says. Since the phrasing of questions is crucial in determining the type of responses that occur (Henerson, Morris & Fitz-Gibbon, 1987, p70), mainly open-ended questions with a few structured questions were used.

The open-ended format has advantages over the structured format. It is the respondents themselves who take the initiative in deciding what answers to

supply. With the structured format the respondents merely select from a set of answers supplied by the writer of the questionnaire. An aspect taken into account was that there may have been issues or ideas on respondents' minds that were not included in the questionnaire (Vockel & Asher, 1995, p124-130). Where structured questions were used the respondents had the opportunity to justify their answers.

The appearance of the questionnaire was considered to be important, as the first impression it leaves will affect the response rate. Questions were as few as possible so as not to discourage respondents, but at the same time sufficient to gather enough information. On the other hand cognisance was taken not to include too many questions on one page so as to let the questionnaire appear shorter. The questions were grouped together in logical format on an A4 sheet (Henerson *et al.*, 1987, p78). The first section was about training and the second was about classroom practice (Annexure C2).

The introductory comments explaining the purpose of the questionnaire that was mailed to the colleges were included in a covering letter (Annexure C1). A stamped envelope was included in which the questionnaire could be returned (Henerson,*et al.*, 1987, p80).

Mailed questionnaires tend to have a low return rate. Henerson *et al.*, (1987, p81) suggest that a follow-up procedure should be planned. Where there

appeared to be no responses the researcher sent out reminders, but still only six of the seventeen colleges responded.

As mentioned the questionnaire consisted of only two pages so as not to discourage respondents. Respondents had the opportunity to voice their opinions about changes in the system. They had the opportunity to remain anonymous and only had to disclose their details if they were interested in taking part in the research study.

Hammersley (1993, p222) notes that the teacher taking part in the research should not feel any pressure to co-operate. The researcher asked lecturers through the questionnaire to volunteer to take part in the research study. After the selection was made the researcher negotiated details regarding access to the respective colleges with the rector (McNiff *et al.*, 1996, p134).

McNiff *et al.* (1996, p134) further suggest that confidentiality should be promised. For this reason the researcher numbered the colleges and the lecturers are only referred to as “the lecturer”.

3.5.4 INTERVIEWS

As stated, permission was obtained to make contact with the colleges. It was necessary to interview participants to obtain certain information. Seeing that the personal presence of the interviewer can reduce the respondents' spontaneity and that it takes up more time than administering a questionnaire, the researcher

arranged that the interviews took place when the respondents had enough time. The researcher also assured the respondents that their names and those of their institutions would be mentioned nowhere and whatever comments they made could only assist in positive suggestions for future implementation. The first interviews were exploratory interviews where ideas, thoughts and feelings could be elicited and these laid the foundation for subsequent more structured data collection.

A disadvantage of the interview is that the interviewer becomes part of the data collection process. Respondents not only react to the questions asked, but also to the person asking them. Irrelevant factors such as the physical appearance and personality of the interviewer can interfere with the validity (Vockel & Asher, 1995, p133, 136-137). The researcher experienced that during the first interviews interviewees gave certain answers, but their reactions to certain situations later contradicted their answers. One specific participant indicated that she made use of group work in her classes and that she coped well with it. However, when she had to apply it in the study she complained about it being difficult. This happened during the very first interview conducted during the research programme and the researcher was inexperienced in conducting interviews. After the first interview the researcher made a point of first putting the interviewees at ease before the interview started and explaining that whatever was discussed was totally confidential.

McNiff *et al.*(1996, p101) state that because of the principle of 'collaborative intent' interviews are more likely to be informal discussions in which the researcher is aiming to influence the interviewee to become a collaborator. More formal interviews were necessary to establish certain information. The advantage of interviews over questionnaires is that richer feedback can be obtained as a result of being able to probe further (Vockel & Asher, 1995, p135). The exact same questions were asked of all participants. The interviews were arranged with the rectors and the participants. The initial interviews and the final

interviews were audio taped. In order to put the participants at ease the researcher told them that the reason for audio taping was not to “catch them out”, but to assist with recall at a later stage. Audio taping the interviews also gave the researcher enough time afterwards to record all the facts, without having pauses during interviews. The interviewees had the opportunity to verify the information before it was included in the final product.

Informal interviews, often used in qualitative data collection, have no structure and resemble ordinary conversations. The only difference is that the interviewer makes a point of ensuring that the conversations take place. As suggested by Vockel and Asher (1995, p199), based on memory, the researcher made notes of the contents immediately afterwards. More than one interview took place to allow follow-up information to be obtained. Using Vockel and Asher's (1995, p200) suggestion, questions on sensitive issues were discussed in the middle of the interview. The questions at the beginning and end were about less sensitive issues. Interviews started with general questions about the subject and only later more specific questions were asked.

The researcher adopted a style whereby the participants viewed the interviews as friendly conversations and did not always behave as if they were interviews. The researcher taped the first and the last interviews and only made notes at the other interviews conducted when she visited the colleges. During a cycle the researcher visited each college at least three times and was in regular telephonic contact with the participants.

According to Carr and Kemmis (1986, p27) the act of observation can change the object being observed, or at least the context in which it is understood. Qualitative researchers would like to see behaviours essentially unmodified by their own presence. Reactivity of the participants being interviewed and observed is a major problem. If possible, the researcher must try to “mix in” with participants in order to make the situation more friendly, build rapport and create

a less reactive situation than when audio taping. Such an informal approach requires much more reliance on the researcher's memory. This in turn increases the possibility of bias. Where such biases can be minimized, the quality of data collected is likely to be better and more meaningful (Vockel & Asher, 1995, p198-199). The researcher chose not to observe the lecturers in practice. The aim was to focus on the lecturers' needs and this was determined by interviews, journal diaries and the assessment records kept by the participants as the only forms of data collection. The researcher tried not to judge the person, but to look at the facts presented. The data collected in this way was verified by checking the participants' files with the assessment data and by verifying it with them afterwards.

3.5.5 JOURNAL DIARIES

In action research teachers themselves are the main research tools. It is important to analyse their feelings and reactions to what they see. By writing a journal the participants can bring to a conscious level all they have observed and absorbed during a day. Journal writing also promotes reflection as it forces one to organize one's thoughts (Kerfeet & Winberg, 1997, p74). Seeing that no observations in a classroom situation took place the journal diaries were important data gathering tools. McNiff *et al.* (1996, p90) suggest that both the researcher and the participants keep a diary. It is further suggested that permission is obtained before these records are used as data. The researcher made prior arrangements with the participants and a special notebook was issued to all participants. The researcher reminded the participants to make notes in their journals, as these are an important source of data. The participants only handed back the journal diaries at the end of the research study, but the lecturer from College A used her journal diary to give input during critical conversations. The researcher also kept a journal diary and made notes after each meeting and critical conversation. During the third cycle the researcher made notes in her own journal diary on a daily basis to record both the activities happening in her classroom and her feelings.

3.5.6 CRITICAL CONVERSATIONS

Critical conversations about the research took place at all stages of the process. The researcher documented the critical conversations that took place every time the researcher visited the colleges taking part in the research study. There were three reasons for recording the conversations. The first was to record the significant moments of change in practice. The second was to enable the researcher to show changes in her own thinking over time and the third one was to provide evidence that the validation process had been continuous and formative (McNiff *et al.*, 1996, p73). Research shows that learning is best facilitated in an open environment where researchers and practitioners discuss data in feedback sessions (Zuber-Skerritt, 1997, p94). Colleges were visited regularly and at one college even educators that were not directly involved in the research study, but were interested in the results, took part in the feedback sessions. Ideas were exchanged and suggestions for improvement of practice were offered.

The researcher phoned the participants at least twice a week during each cycle to inquire about the situation in the classroom, to find out if they needed any assistance and to encourage them. The participants phoned the researcher when they were not sure what was expected of them.

3.6 PROBLEMS EXPERIENCED DURING DATA COLLECTION

Initially three colleges indicated that they would like to take part in the research study. Only the data of two colleges could be used in the end as one of the lecturers requested that the data supplied should not be used. Although disappointed, the researcher respected the request as the participants were made aware that they had the right to withdraw from the research study. The lecturer who withdrew from the research study could have made a valuable contribution as she is an experienced lecturer and the chief marker at the local marking centre for Entrepreneurship and Business Management-N4 in the area. She also completed additional assessors' training that the other participants did not do. When going through the assessment records that she supplied as data

before she withdrew, the researcher noticed that she did not keep a journal diary. As this was critical to the data collection process the researcher inquired why this was not done. This question seemed to have offended the lecturer and she requested that her data be returned.

The researcher found it most discouraging when appointments were planned and made long before the time to assist the lecturers so that it would not inconvenience them and their students, only to travel to the college to find that these lecturers were no longer available. This was time consuming and costly to the researcher, and ultimately the questions that should have been answered were not available to the researcher to continue with her work.

The remaining two colleges are referred to as college A and college B. The problems encountered at these colleges are discussed in detail in chapter 4 as they form part of the data analysis.

3.7 THE RESEARCH QUESTION

The methodology discussed was used to answer the research question and the sub-questions that developed out of it.

The research question is stated as follows:

How does assessment impact on the teaching of two modules of the Entrepreneurship and Business Management N4 course using an Outcomes Based Education approach?

SUB-QUESTIONS

The following sub-questions were developed in order to answer the main research question.

A: What methods of assessment would suit an Outcomes Based curriculum for Entrepreneurship and Business Management?

A literature survey enabled the researcher to gather information regarding methods that would suit an Outcomes Based curriculum. The researcher attended a number of workshops on Outcomes Based Education as a participant observer. The information gathered during the research study enabled the researcher and the participants to make recommendations regarding methods that are suitable for an Outcomes Based curriculum.

B: What concerns do lecturers express about implementing an Outcomes Based curriculum?

Questionnaires were sent to lecturers at colleges in the Eastern Cape to establish how they felt about the changes in the education system. By observing lecturers' reactions at workshops the researcher gathered much information about concerns that lecturers have about the new system. Information was gathered by means of assessment records, journal diaries and interviews. The lecturers taking part in the research study were required to keep a journal diary about their experiences. Interviews were audio taped in order to assist the researcher to record all the information. Individual meetings took place both for logistic and confidential reasons. A case study approach was followed and each institution was treated as a separate "case".

C: How can the delivery of two modules be changed to suit an Outcomes Based Education approach to assessment?

Students were requested to perform certain tasks to demonstrate their competence. Assessment sheets were used during assessment and these were kept as records. The researcher and the lecturers discussed the assessment records. The participants tried to improve on their efforts in a follow-up cycle. The journals kept by the participants also served as a source of information on how the delivery

and assessment can be changed to suit an Outcomes Based approach seeing that successes and failures were recorded in them.

3.8 SUMMARY

Before the researcher could look at how the research question and the sub-questions could be answered it was necessary to place the research in perspective. Qualitative research was used and within this paradigm a combination of action research and the case study approach to research was used. This chapter also looks at the epistemology of action research. The different data collection techniques were also discussed as well as the value of critical conversations.

In the next chapter the data that was collected is analysed and what happened during the three cycles is presented as case studies.

CHAPTER 4

RESULTS AND DATA ANALYSIS

4.1 INTRODUCTION

Chapter 3 contains an overview of the research methodology used. The reasons for choosing action research and a case study methodology are given. This chapter begins with background information regarding the colleges and the lecturers that took part in the research study.

As mentioned the researcher made use of action research. In order to enable the researcher to make recommendations regarding the practical implementation of Outcomes Based assessment methods the participants and the researcher had to implement Outcomes Based Educational practices in the classroom. The researcher and the participants chose to implement Outcomes Based assessment in the classroom using only two modules of the Entrepreneurship and Business Management N4 course. The participants implemented Outcomes Based assessment for two semesters. These were referred to as cycle one and cycle two. The researcher implemented Outcomes Based assessment in her classroom during the third cycle. This was referred to as cycle three. After each cycle the results were reviewed and the participants tried to improve on their efforts.

In this chapter the data collected during the research study will be analyzed. Recommendations will be made in chapter 5.

4.2 BACKGROUND TO THE SAMPLE

Two colleges took part in the first cycle. The college in the urban area is situated in the Nelson Mandela Metropole about 30 kilometres from Port Elizabeth. The

college in the rural area is situated in the heart of the Eastern Cape about 350 kilometres from Port Elizabeth. The college in the urban area will be referred to as College A and the college in the rural area will be referred to as College B.

Before lecturers started to implement Outcomes Based Education in their classrooms their only resource was the textbook. The textbook was used instead of a syllabus and one lecturer admitted that she did not know what the syllabus looked like. Lecturers used only one textbook and additional reference works were seldom used. Lecturers remarked that they only used additional textbooks in order to obtain practical exercises and for test questions. This gave them a limited view of what could be taught.

4.2.1 COLLEGE A

College A is situated in a highly industrialized area. Students from College A have access to all the major manufacturing plants, thereby gaining exposure to further entrepreneurial skills.

The lecturer from College A obtained her Diploma in Education from the University of South Africa in 1988 and is currently studying towards a B. Com. Degree with Business Management as one of her subjects. She has been lecturing Entrepreneurship and Business Management for the past three years. The lecturer has a good working relationship with her colleagues and the subject head fully supported her participation in this research study. There are 20 staff members in the Business Studies Department of the college. The college has a library and the students have access to local and national newspapers. The college subscribes to *Business Success* magazine. The lecturer brought additional resources to class when taking part in the study. The lecturer at College A attended workshops on Outcomes Based Education and had to present these workshops to her colleagues. The staff members at the college have access to the manual on Outcomes Based Education that was supplied by

the National Access Consortium – Western Cape at the workshops. The lecturer applied Outcomes Based Education methods for the first time when she implemented them in her classroom as part of this study.

4.2.2 COLLEGE B

The lecturer from College B obtained her Higher Education Diploma from the University of the Transkei in 1989. She lectured Entrepreneurship and Business Management for the first time in 2001 when the research was conducted. A lecturer from College B attended the same workshops as the lecturer from College A. Unlike College A, where the lecturer was allowed to present the workshops to her colleagues, College B only allowed the lecturer to give feedback. The result was that the lecturer from College B had no previous experience of Outcomes Based Education. When asked if she had any training she said that it was only a report back. Although the management believed that a one-day workshop on Outcomes Based Education was presented at College B, the lecturer interpreted this as an enrichment day. College B does not have a library and the lecturer expressed concern about this. The college subscribes to newspapers, but they are only available in the communication class. The college also subscribes to two magazines. The lecturer could not remember the names of the magazines, except that the one is for small businesses and the other for entrepreneurs. The lecturer at College B does not have access to the Outcomes Based Education manual that the participants received at the workshops. College B has 12 staff members. The college is situated in one of the minor industrialized areas and presently has only one light industrial factory, thereby requiring students to travel further afield to gain experience. It was only during 2002 that the business people of the town formed a Chamber of Commerce. The town was without any formal business organization until then.

4.3 THE CURRICULUM

All N4 courses at Public Further Education and Training Colleges are at NQF level 5 in the Higher Education and Training Band. In order to enrol for an N4 course the student should either have completed Grade 12 or N3 at NQF level 4 in the Further Education and Training Band. The subject Entrepreneurship and Business Management-N4 is one part of a large number of commercial courses at the colleges.

The syllabus of Entrepreneurship and Business Management-N4 consists of the following modules:

- Module 1: The challenges of entrepreneurship.
- Module 2: Creativity and idea generation.
- Module 3: Market feasibility study.
- Module 4: The financial feasibility study.
- Module 5: Introduction to the business plan.
- Module 6: Marketing plan.
- Module 7: Management plan.
- Module 8: Financial plan.
- Module 9: Presentation of the business plan.

For convenience purposes only two modules of the Entrepreneurship and Business Management-N4 syllabus were adapted to suit an Outcomes Based Education approach. At the outset the participants and the researcher had no idea how long this would take and the normal Entrepreneurship and Business Management-N4 syllabus still had to be completed.

What follows is an extract from the Entrepreneurship and Business Management-N4 syllabus. Module 3 (Market feasibility study) and module 6 (Marketing plan) were the two modules chosen to use in the research.

4.3.1 MODULE 3: Market feasibility study

- Importance of a feasibility study
- Product description
 - Nature of product
 - Identify the market position
- Marketing information
 - Collection of data
 - Methods of collecting primary data
 - Developing the questionnaire
 - Collecting secondary data
- Task: Students must apply the market research techniques in testing the market potential of their product / service.
- Assessment of the strengths and weaknesses of the enterprise.
- Identification of competitive advantage.

4.3.2 MODULE 6: Marketing Plan

- Marketing mix
 - Product description
 - Packaging
 - Pricing for profit
 - Pricing techniques
 - Pricing concepts
 - Promotion
 - Goals of advertising
 - Selecting advertising
 - Developing an advertising plan
 - Preparing an advertising budget
 - Sales promotion
 - Personal selling
 - Turning slow moving inventory into cash
 - After-sales service
 - Place
 - Locality
 - Layout
- Prepare the marketing plan of your proposed business plan.

4.4 CYCLE 1

What follows clearly shows the properties of action research. Each cycle consists of planning, implementation, observation and reflection

4.4.1 PLANNING

The participants were required to write outcomes and assessment criteria for Module 3 of the subject Entrepreneurship and Business Management-N4. The researcher suggested that a variety of assessment methods be used. Information on the different types of assessment as stipulated in section 2.4 of this study was provided. The researcher did not want to be too prescriptive, as she feared that the participants would feel insecure. The researcher wanted the participants to feel free to experiment and to see this as an opportunity to grow and not as a burden. At the end of the module the participants had to set a normal pencil and paper test since this is still a requirement of the Department of Education. This test could be taken to be in line with the theory of summative assessment. Students are not given a second chance to be evaluated. It was decided that within the modules, aspects such as marketing information in module 3 and promotion in module 6 would be evaluated in a formative way.

4.4.2 IMPLEMENTATION

The lecturer from College A wrote the outcomes for the module herself and planned the assessment. The lecturer from College B needed assistance and could not write the outcomes. She also needed complete guidance as far as the assessment was concerned. The researcher explained to her how to write outcomes.

During the researcher's first visit to College B (on a Thursday), just before the implementation took place, the lecturer indicated that she would be starting with

Module 3 the following Monday. The participant indicated that she did not know how to write outcomes. The researcher tried to explain what she was supposed to do, but the time was very limited as the lecturer normally left at 15:30 and the interview only started at 14:00. The lecturer did not wish to stay late. The lecturer requested the researcher to write the outcomes and assessment criteria and fax them to her. This was done early on the Monday following the meeting.

The students at both colleges were required to work in groups and had to design a poster that would explain the nature of products and afterwards the groups had to assess each other. Complete instructions and assessment sheets were supplied so that the lecturer at College B could photocopy the information in order to have enough copies for her students (Annexure D). The lecturer at College B expressed concern that the students would find this “*boring*”. When the researcher suggested to the lecturer that she should bring samples of different products to class and to ask students if they could classify them, she was worried that it would be boring to her students. There seemed to be a sense of not believing in change at this college.

4.4.3 OBSERVATION

COLLEGE A

The lecturer kept a journal diary and gave regular feedback on her classroom practice. She kept detailed records of all assessments and apart from regular telephonic contact, the researcher personally visited the campus. During such visits the participant, subject head and the researcher had discussions on the progress of the research study.

This lecturer was very enthusiastic about the research. She planned her lessons carefully and was not discouraged when her colleagues laughed at her when they saw all her teaching aids. In her own words: “*The students were quite amused at the teaching aids and definitely not impressed with me for wanting*

them to discover for themselves – consumer goods, industrial goods, services – they at least did know that one could not group these together.” She was concerned that it took a whole period to complete.

The lecturer gave the students a task to do on Module 3 and the peers had to assess each other. Contrary to what Harris and Bell (1994, p114) say about self- and peer assessment that can contribute to learning, the lecturer expressed concern that the students had seen it as a time for revenge and would declare a peer “*not competent*” just “*for the fun of it.*” She further observed that the students had not enjoyed group work and had not wanted to discover things for themselves.

The lecturer recorded in her journal diary that market segmentation (that forms part of the identification of the market position) “*looms*” and she was trying to figure out how to get them to discover market segmentation for themselves. Students had to ask each other questions, for example, about their likes and dislikes. The students had to look at advertisements and tell the lecturer which market segment the advertisement was targeting.

Before calculating the market share the lecturer had encouraged the students to visit the municipality to get information regarding the population of the town. The students had to identify the needs of their community, look at their own skills and see if they could recognize opportunities for possible businesses. When calculating the market share they had used real figures relating to their town. The lecturer had guided the students with questions.

Under the section “marketing information” in Module 3 the students were given a project to complete. This included a questionnaire and a market survey (Annexure E). Before the students started on the project the lecturer asked them to collect examples of questionnaires from businesses. The students had to

analyze the questionnaires and were able to identify pre- and after sales questionnaires.

The lecturer recorded that the students had struggled with the application of the work. The lecturer had made use of formative evaluation and students were sent back repeatedly until the lecturer considered them competent. The lecturer marked the project and together with a test, this mark was used as summative assessment. She noted that the test results had shown that they were not as competent as the Outcomes Based method indicated. The evidence she saw in their classroom interaction did not correspond with their test marks.

The lecturer recorded that she had no idea how to teach the “maths section” in Module 6. The “maths section” referred to was the section on “Pricing for profit”. She complained about the shortage of time and decided that this module would be “*1/3 OBE and 2/3 old style*”. The sections on packaging, the advertisement and to a certain extent the pricing, were done using an Outcomes Based Education approach.

For the section on packaging in module 6 the lecturer brought examples from home. As far as the advertisements were concerned the students had to choose their favourite advertisements and to pretend that they were the role players making the advertisement. They had to explain to their peers why they had chosen the specific advertisement. Students had to go to the local community newspaper’s advertising section to obtain the prices of advertisements. The lecturer recorded that only six out of her seventy students completed the latter task. The students then had to draw up their own advertisements. This was done by all the students.

The lecturer recorded afterwards that this had been a difficult chapter to do in a “*strictly Outcomes Based Education style*”. To assess the students she had had to give them practical exercises to complete as well as tests. She recorded that

with the formative evaluation they had been competent, but when they had done the test later they had not been able to do the calculations. The lecturer wrote, “*So this module was done ‘old style’ to a large extent.*” She continued by writing that the time factor played a huge role. “*I had to rush to finish things.*”

The students are required to draw up a business plan for Entrepreneurship and Business Management-N4. The calculation of prices, the drawing up of an advertisement and preparation of an advertising budget, designing an organogram and planning of the layout of their proposed business all forms part of this business plan. No examples could be made available to attach to the research document as the students get to keep their business plans to use in the open book examination and the Entrepreneurship and Business Management-N5 course continues on the work done in the previous semester.

COLLEGE B

During the third visit to College B the participant indicated that she no longer wanted to take part in the research study. The lecturer said that she was too busy to pay attention, as she had to set tests during the week. She did mention that she had tried to implement the Outcomes Based Education approach, but had not succeeded. After further inquiry it was found that the lecturer had tried to link the creativity methods in module 2 by asking the students to come up with ideas for starting new businesses. However, she had not explained the concept to them first and complained that they could not come up with ideas. This was more closely related to module 5 than module 3. She felt that the Outcomes Based Education approach was learner centred and she thus expected the students to work on their own. Modules three and six were specifically chosen for the research study as they are of a very practical nature and it is easier to apply Outcomes Based methods here if the lecturers are not very experienced in the new approach. The lecturer also complained that she was very tired afterwards, as she had had to move between the groups that were formed, all the

time. The researcher tried to convince the lecturer to stay in the research study, but she complained that she did not have enough experience in the subject. The researcher tried to explain that there would always be newcomers to a field and that she could make a very valuable contribution, but she handed everything back and said that she was not interested.

4.4.4 REFLECTION AND ANALYSIS

Although group work forms an important part of Outcomes Based Education the lecturer from College A repeatedly recorded that “*the students do not like to do group work*”. As mentioned by Stenhouse (1975, p8) a problem arises when groups are formed in a classroom situation and the members of such groups are introduced to cultures that are not natural to them and these cultures can be in conflict with the culture of the home or peer group. The lecturer decided who should be in which group. She did not allow them to form their own groups in order for them to feel comfortable in the groups. The lecturer from College B also complained about group work. She said that it made her very tired to move between the groups.

College B withdrew from the research study after a week. The researcher tried to establish why the lecturer had withdrawn, but could not get answers. Possible reasons for withdrawal could be:

- Ownership for change

The lecturer at College B did not draw up her own outcomes. She requested that the researcher do this for her; hence she did not take ownership of what she presented in class. She also did not see the need to prepare in advance. The researcher faxed the outcomes to her on the day that she was going to teach the section. Unless the lecturers take ownership of the course they will not be able to design their own learning materials as suggested by the Norms and Standards for Educators (Government Gazette 20844,2000).

The lecturer at College B did not want to give any of her “free” time to the preparation for a new way of teaching. The lecturer indicated that she does not take a textbook home to do preparation. Using an Outcomes Based approach to both teaching and assessment requires deliberate preparation on the part of lecturers. The staff of the college does not stay for longer than the required 35 hours per week. This made interaction between the participant and researcher difficult. The policy at the college is that lecturers leave immediately after their lectures at 14:00 every day except on a Thursday when they stay until 15:30. This is the time that is set aside for staff meetings and the researcher had to fit in any meetings with the participant after the staff meetings on a Thursday.

- Support

A second reason for withdrawing could have been that the lecturer needed more support. During the second visit to College B the staff was busy with a staff meeting and the researcher could only see the lecturer for an hour after the lecturer attended a staff meeting. This did not leave nearly enough time to prepare a person who indicated that she needed support with Outcomes Based Education, to continue on her own for a week. The fact that the college did not follow the Department of Education’s instructions regarding the training of their staff as far as Outcomes Based Education was concerned was to the disadvantage of the lecturer.

If the lecturer was prepared to give more of her own time after hours the researcher could have provided more support as had been done with College A. Although the researcher referred the lecturer to the reading material she said she was too busy to read it. The ideal would have been to present a workshop to the participant, but as mentioned above there was not enough time to do so.

The lecturer complained that she would be the only person to take part in the research study and that she was afraid that she would fall behind and the rest of the staff might think that she did not do her work. She mentioned that it might

have worked if they had done it as a team. She was also not very familiar with the subject and unlike College A where the staff had regular subject meetings and worked as a team it was clear that this was not the case at College B. The lecturer was not getting enough support.

No detailed analysis can be done with College B. Some further reasons for the lecturer at College B dropping out could be linked to the college as well as the individual. The college did not have many resources at their disposal. As mentioned previously College B does not have a library. The newspapers are only available in the communication class. The lecturer only had the textbook and she was not familiar with the magazines that the college subscribes to. These are not enough resources to do the task properly.

The lecturer at College B was not familiar with the content of the subject, as it was the first time that she had lectured Entrepreneurship and Business Management-N4. She said to the researcher that she was still getting to know the subject and was not comfortable with it yet.

The lecturer from College A has a positive attitude towards her work. She was willing to experiment and has worked hard to assist with the research. She admitted that much more training is needed before lecturers will be ready to apply this on a full scale in their classrooms. The researcher would like to have seen her making more use of peer assessment. This can reduce the burden of assessment. This can also reduce the number of tasks to assess. The lecturer at College A has not seen peer assessment in operation. No one at her college had changed from the traditional method of assessing. She could also have allocated more tasks to groups. At the start of the second cycle, suggestions were made regarding peer assessment.

If the lecturer had set assessment criteria and made them known to the students as suggested by Siëborger and Macintosh (1998, p17) she would not have had

the problem of students declaring that their peers were not competent for the “*fun of it*” as she complained. Although the researcher would have liked to see more detailed assessment sheets with comments on them, the lecturer’s final “competent” or “not competent” is acceptable. Pahad *et al.* (1997c, p12 –18) write that it is sufficient to make a note if a learner has mastered a specific section of the work or not.

In our discussion the lecturer from College A agreed that she could have allocated different tasks regarding the gathering of information to the different groups. One group could for example have gone to the municipality; the other group could have collected the questionnaires and so on. By doing it this way the businesses will not have too many students making the same enquiries and they would perhaps be more co-operative. A suggestion to do it this way was made during one of the meetings at College A.

The lecturer from College A found it difficult to complete module 6 using only an Outcomes Based Education approach. Some sections in the module allowed for group work and other sections had to be taught; hence the combination of lecturing methods. The lecturer, in her own words, had to “*rush to finish things*”. It was the lecturer who was completing the syllabus and not the students. This could be seen from their test results.

4.5 CYCLE 2

In line with the properties of action research the reflections of cycle 1 were used in the planning process of cycle 2. Cycle 2 again consisted of planning, implementation, observation and reflection.

4.5.1 PLANNING

In the second cycle the same modules were used, but with a new group of students. The lecturer from College A was prepared to make changes to what she had done in cycle 1. The lecturer from College B volunteered to try again.

The lecturer from College A mentioned that the students do not like group work. The lecturer could allow students to form their own groups and not force them to join specific groups. By allowing them to join groups of their choice they may feel more comfortable in the group and co-operate better.

The researcher felt that it was important to find out how the students experienced Outcomes Based Education. Although the lecturer from College A indicated whether students were competent or not, the researcher could not find any personal comments that she had made regarding any specific student. The researcher would have preferred to see more detailed assessment sheets. This was conveyed to the lecturers. The researcher supplied the colleges with more examples of assessment sheets in the second cycle.

The lecturer from College B received more support from the researcher during cycle two. The researcher planned a demonstration lesson. The researcher provided detailed explanations on how to assess and explained to the lecturer that she should use Modules 3 and 6 of the syllabus and not Modules 3 and 6 of the textbook. The researcher planned more visits to the college. The researcher wanted the lecturer to take ownership of the research study in cycle 2 and planned to give all the assistance needed. This would be the second time that the lecturer from College B lectured this subject. It was expected that the lecturer would be more familiar with the content in this cycle.

She again stated that she had never been to any Outcomes Based Education training, provided by the Department of Education. The researcher noted that

the lecturer at College B was confused about unit standards and outcomes. She thought they were the same thing. The researcher explained that the unit standard could be compared to the parts of the subject as she knew it at that stage and that the outcomes were those things the learners should be able to do at the end of every chapter. As suggested by Siëborger and Macintosh (1998, p34) the lecturer was asked to set objectives for the chapter. The assessment should then have been in accordance with these objectives. The term objectives was used loosely to enable the lecturer to understand the concept of outcomes.

In this planning session the lecturer from College B indicated that she had already completed Module 3. She thought that she could start again. The researcher explained to her that it would be of no use, as the students already knew the work. When the researcher asked to see the textbook that the lecturer used she noted that the work covered as Module 3 in this textbook was not in the syllabus. Module 4 of this textbook actually covered the work in Module 3 of the syllabus. The researcher explained to the lecturer that she should work according to the syllabus and not according to a textbook. The lecturer complained that her colleague worked very fast, because she knew the subject very well. The researcher then explained to the lecturer that although a lecturer might know a subject very well, the pace of work should be determined by the students who were are not familiar with the content.

4.5.2 IMPLEMENTATION

The lecturer from College A revised the outcomes and assessment criteria that were used in cycle one. She wrote in her journal that she had looked for materials and methods to present the two modules better during cycle 2. The lecturer used some of the ideas about assessment that the researcher had supplied. She was not sure if Outcomes Based Education was fine in theory. She was however sure of the fact that in practice "*the paper work is a nightmare!*"

As requested by the lecturer in College B the researcher again supplied the outcomes and assessment criteria. Once again this lecturer was requested to make entries in a diary. More detailed discussions were held with the lecturer in this cycle. The researcher also left a telephone number where she could be contacted at any time should the lecturer encounter problems.

When talking to the lecturer the researcher noted that she found it difficult to link the theory to practice. The lecturer did not know what a Chamber of Commerce was. She could not understand how you could ask the municipality how many people live in your town and use this information to calculate the market share.

The researcher gave instructions about a task that she wished the students to complete in Module 3. The lecturer found it difficult to accept that in the end the task would indicate if the students were competent or not. She wanted to award marks that could be expressed as a percentage. She was not comfortable with the fact that the assessment sheet indicated the different levels of competence.

The researcher explained the purpose of the journal diary and that the lecturer should use it to write about her experiences in class. The researcher supplied information regarding Module 6 to College A and College B. The researcher wanted to visit College B, but every time a visit was arranged the lecturer was not available. On one specific Thursday everything was arranged and when the researcher phoned before leaving, the lecturer told her that she had to attend a meeting.

4.5.3 OBSERVATION

COLLEGE A

The lecturer at College A gave the students a variety of tasks and made use of peer assessment, self-assessment and lecturer assessment. She again

recorded that the students did not like group work. She recorded that Module 3 was going well from her side and commented that the students were “*quite bright.*” The students also complained as they were of the opinion that the lecturer was there to teach and assess them. They did not want to discover things for themselves.

The lecturer complained that while the students were working in class she couldn't get all the assessments done. At one stage she wrote that they would have to work until 18:00 to get the work done. She felt that her class was a “*mess with all the teaching aids.*”

Some days she was not sure that Outcomes Based Education would work. According to her the students were competent, but they did not do well in the test. She felt that it did not help having them competent in class, but not being able to apply the knowledge outside. She felt that to get students to the level where they were competent in class and did well in the test, both students and lecturers would have to do much more. Contrary to her initial journal entry where she thought of her students as bright she later wrote, “*the students are just too lazy to think.*” She was glad when Module 3 was over.

When this lecturer started on Module 6 the students were asked to work out how much they would charge for a product that they wanted to sell. The lecturer reminded them about things like transport costs and import duties. The lecturer wrote that the students struggled with the calculations.

She kept on going back and forth between modules 3 and 6 as some students did not hand in their assessment tasks. She wrote that she was not sure whether the students always understood what she wanted them to do. “*Sometimes I'm not so sure of that myself.*”

The lecturer reported that some students found doing all this extra work “*boring/too much/not in the mood to do all this.*”

At one stage she wrote, “*the work is getting too much*”. She had to compile year marks, she wanted to finish the business plans and she had to mark tests. She started to doubt again whether Outcomes Based Education would really work. The lecturer recorded that sometimes she thought it would work, but she felt that she was not completely successful. She suggested that “*we should have a mixture of both*”.

The lecturer ended off with the following: “*Thank you Lord! It is over!!*”

The lecturer from College A endeavoured to make Outcomes Based Education work in her classroom. She was of the opinion that with hard work it could succeed. When the research study started the lecturer mentioned that it would be very difficult to handle if one had to do this for all one’s subjects. It must be remembered that if one had to do this for all one’s subjects all lecturers would be implementing Outcomes Based Education. Students would be exposed to this method in every classroom and would get more practice in self- and peer assessment. The lecturer mentioned that her colleagues used to laugh at her teaching aids, but when everybody used an Outcomes Based approach all teachers would have to change their teaching methods. Once Outcomes Based Education is fully implemented lecturers will be able to make use of integrated assessment, which can reduce the burden of one lecturer. It is also expected that by the time students got to the N4 level they would have experienced Outcomes Based Education earlier in their schooling. The lecturer suggested that we get somebody in the classroom that could assist with the paperwork. She also suggested that lecturing time must be increased beyond the current one-hour lessons. Students must be kept in class to let them do what you want them to do.

After the results of the National Examination were published the researcher contacted the lecturer. She reported that her students did well in the examination.

COLLEGE B

The lecturer recorded that her students complained when they had to do their own research, especially the older students who preferred to be told what to do. She noted that they were lazy to make “*collections, for example making charts, but younger ones enjoy it.*” Here she was referring to the task where the students had to make posters indicating the nature of products. The lecturer did not keep any examples, but mentioned that she displayed them on the wall in the classroom. She chose not to use the assessment sheet that accompanied the instructions originally given by the researcher.

This lecturer phoned the researcher the night before she had to do the calculation of the market share. The researcher explained what was required, but noted from the lecturer’s journal that she was still confused. She thought she understood when the researcher explained over the telephone. She wrote that when she used this method of teaching she was not confident and that her students could “*pick it up from me.*” She mentioned to the researcher that she had never taken her textbook home in the past, but that she was so nervous about Outcomes Based Education that she took her book home to prepare.

The lecturer wrote that Outcomes Based Education is time consuming for her, because of the semester courses. “*The syllabus was not prepared for the application of Outcomes Based Education and it [the syllabus] is too long*”.

The lecturer asked the students to go to the municipality to get certain information. The personnel said they couldn’t help the students, as they were busy. She wrote that business people are afraid to give information to students,

as they fear that the students will open businesses and become their competitors.

Her students had difficulties with the calculations in Module 3 and she wrote "*only 20% of the class was able to get a small understanding before I presented it to the whole class. After I explained they identified their problems.*" She also wrote that some of the students could not use a calculator and needed guidance right through. After completion of the "*topic in the module, exercises were given.*" The lecturer wrote in capital letters how surprised she was to see that 90% of the class could do the calculation of the market share. She was surprised as she thought they did not understand it and she did not trust them when she told them that they had to do it themselves. The lecturer wrote that she was uncomfortable about it. She said that if she at that stage compared the new group with previous groups that she had lectured, she noticed that the new group understood it better. She felt bad that the students had to discover this for themselves, but it really worked. "*Halala OBE HALALA! I'm so excited!*", she wrote in her journal diary.

She continued to write that the students did not do so well in the test. She thought it might have been due to stress since the test formed part of the year marks.

On the night that the lecturer phoned the researcher she requested that the researcher should give a demonstration lesson on Module 6 using Outcomes Based methods. The researcher was glad that the lecturer requested this as the researcher had planned to do this, but was not sure how the lecturer would react. The researcher planned a lesson and designed a worksheet. The lecturer however did not make final arrangements for the demonstration lesson.

The researcher noted that every time that she phoned the lecturer from College B she sounded reserved and kept on saying it was “going OK.” It was as if she did not want to share what was happening in her classroom.

The lecturer from College B recorded that she started Module 6 by asking students to read aloud to the class from the textbook. She wrote that they were lazy to read.

The researcher sent an assessment sheet for the advertisement to the colleges (Annexure F). When the researcher asked the lecturer from college B if she had used it she said that she had used it and had written the marks on a sheet of paper. The lecturer said: “*If there is one thing they can do properly, it is the advertisement.*” The researcher is of the opinion that it is because they did it practically. They used it for their flea market and they could see how it was used in practice.

She wrote in her journal diary that she reverted back to her old method of teaching. She wrote that she only applied Outcomes Based Education as far as the advertisement was concerned. She felt that Outcomes Based Education wasted her time, because she had to repeat the same thing using the other method. She wrote that the Outcomes Based Education method could be very interesting if we could get co-operative students. Even if she begged her students to speak (even in Xhosa), they did not want to. The lecturer made certain suggestions regarding Outcomes Based Education after she had taken part in the research study. She suggested that a new syllabus be designed consisting of practical work. The researcher was not sure what the lecturer meant and the lecturer explained that she believed all theory could be applied practically. “*Everything we are teaching our students in class they have to go and do practically in a work situation when they complete their studies*”. She suggested that the whole system be changed to bring practice into the classroom. She made the suggestion that the students “*should for instance run the cafeteria at the college. This will expose them to the business world under*

the guidance of the lecturers". The lecturer also suggested that students at the higher levels, that is N5 and N6, should be trained to act as tutors in the N4 classroom.

4.5.4 REFLECTION AND ANALYSIS

- Commitment

The lecturer at College A suggested that lecturing time must be increased beyond the current one-hour lessons. Students must be kept in class to let them do what one wants them to do.

The lecturer from College A found the second cycle easier than the first cycle. She made more use of peer assessment and managed her time better. It is evident that the more you are exposed to Outcomes Based Education the easier it becomes to implement. The lecturer has come to the conclusion that more pre-module preparation is required than was required with the old education system. The lecturer sacrificed her personal time to make a success of the research study. The lecturer was not shy to share what she did with the researcher. She kept a neat file with all the assessment records. At one of our meetings the subject head said that the college was proud to be part of the research study. The college saw the research study as an opportunity to learn something new. It is evident that the participant received support from her colleagues. By making use of different forms of assessment the lecturer demonstrated an understanding of assessment. The fact that the lecturer from College A had to keep on going back to the previous module is typical of Outcomes Based Education as students can work at their own pace.

This lecturer complained about the pressure of year marks, business plans and tests. Once Outcomes Based Education is fully implemented we will not have the burden of year marks and tests at the end of a semester. Continuous assessment will be in place and assessment will be spread over the year.

Students will get used to being assessed on each and every outcome and will not think that something is unnecessary.

Both lecturers at some stage recorded that they were confused. It is natural to get confused with something new that one is not familiar with. One's attitude and confidence towards one's work will determine whether one will persist in carrying on with the new method or revert back to the old method.

The lecturer from College B said that taking part in the research study helped to make her more positive towards Outcomes Based Education. It is however disappointing that she kept on reverting back to the old method as soon as she picked up problems. Commitment plays a role in this. As mentioned in the analysis of cycle 1 the lecturer did not take ownership of the research study. The researcher supplied the outcomes and assessment criteria. The lecturer did not have enough training in Outcomes Based Education methods and was not sure what to do. She wrote that she was uncomfortable with this new method. It was therefore easier for her to go back to her old method of teaching.

- Resources

Aspects such as support from colleagues and the business sector, resources available and training received can influence a person's attitude. The lecturer from College B recorded that they encountered problems with co-operation from local business.

College B does not have a library. This might have been the problem when the lecturer started on Module 6. Although the college subscribes to magazines the lecturer did not use them as additional resources. Therefore she had no alternative other than to let them read from the textbook. Unlike the lecturer from College A, that had the support of the subject head, the lecturer from College B had no support from a colleague. Both participants felt that they needed more training in Outcomes Based Education.

The fact that not all colleges have libraries is of concern and the lack of facilities and support materials at Eastern Cape Public Further Education and Training colleges was discussed in the Eastern Cape Legislature (Stiemie, 2001, p12). If College B had a library the lecturer would have had additional reading material available for the students and it would not have been necessary to read from the textbook only. Lockett (1999, p4) expressed the opinion that educational institutions with sound human and financial resources will be able to use Outcomes Based Education to improve their offerings, but those without will fall further behind.

- Co-operation from students

Both lecturers at some stage complained about lazy unco-operative students. This is a problem that will come up more often when using Outcomes Based Education methods. Students are used to sitting passively and being told what to do. A culture of learning will have to be developed amongst our students.

The lecturer at College A recorded that her students did not like group work. In hindsight it was not the students who did not like group work, but the lecturer who experienced it negatively as she was not used to the increased noise levels.

- Content knowledge

The lecturer from College B was not familiar with the syllabus; hence the lecturer's confusion regarding Module 3 in the syllabus and Module 4 in her textbook. Her poor content knowledge resulted in a lack of confidence that the students noticed.

According to Stenhouse (1975, p24) curriculum development rests on teacher development. The lecturer at College B needed professional development. Stenhouse continues (1975, p39) that teachers should study their own teaching to improve professionally. As suggested by Lockett (1999, p11) teacher

development will have to take place if we are serious about the curriculum change.

If the lecturer from College B had had more training in Outcomes Based Education she might have been more confident. More confidence could have resulted in a change of teaching methods and not only a change in assessment as she did with the advertisement.

- Discrepancies

Both participants complained that they did not have enough time to finish everything, as Outcomes Based Education is time consuming. What must be kept in mind is that we worked here with a syllabus designed for the old education system. As soon as Outcomes Based Education is fully implemented at Public Further Education and Training Colleges the learning programme will be adapted to suit the new education system. We had to use the old syllabus, as students still had to write the traditional examination to be promoted to N5 level.

In cycle 2 the lecturer from College B still did not take ownership of the study. Assessment did not inform her practices, as she did not make use of continuous assessment. Pahad *et al.* (1997b, p10) state that if Outcomes Based Education practices are used, continuous assessment should be used to inform teachers' practices. Formative assessment as required by continuous assessment was not used. Brown *et al.* (1996, p16) state that if a lecturer wants students to develop, detailed feedback should be provided after assessment. This did not happen at College B.

Both lecturers used continuous assessment for summative purposes as explained by Siëborger and Macintosh (1998, p10). The lecturers only collected marks that could be added up as year marks. The reason for this is that the students required a year mark in order to be entered for the National Examination at the end of the semester.

In conclusion, although the lecturer from College A was glad when she had completed module 6, she said that she benefited from taking part in the research study. She said that she had started looking at things differently and was always thinking of new ways to present the lessons to her students. The lecturer from College B said that being part of the study had made her more positive towards Outcomes Based Education.

4.6 CYCLE 3

Cycle 3 concluded the research cycles and planning started after reflection on cycle 2.

4.6.1 INTRODUCTION

After the completion of cycles 1 and 2 the researcher tried to implement Outcomes Based Education methods at the college where she has been lecturing Entrepreneurship and Business Management for the past seven years. One of the reasons for doing the third cycle herself is that the lecturers who took part in the first two cycles would be teaching different subjects during the period of cycle 3. The researcher also felt that she needed to take the reflections of cycle 2 into account before recommendations could be made. The researcher is lecturing the subject, therefore the researcher was able to implement the third cycle by considering the reflections of cycle 2.

Before planning can be discussed it is necessary to describe the college environment.

4.6.2 BACKGROUND

The researcher's small college with a staff of three is also situated in a rural area. The town has no major industries and economic activities centre around the tourism industry and farming. The college does not have a library, but the college received a donation of books that are displayed in the classrooms and are at the disposal of the students. The researcher brings a newspaper to class every day. The college subscribes to the entrepreneurial newspaper *Big News for Small Business* and the magazine *Career Success*. The researcher subscribes to the magazine *Succeed* that is also at the disposal of the students. Copies of the relevant articles are also on the "library table" for students to read. Before a class starts the researcher and the students discuss the news of the day and how it can influence entrepreneurs. The researcher encourages the students to listen to at least one news bulletin a day and to watch television, especially entrepreneurial programmes.

4.6.3 PLANNING

The participants implemented Outcomes Based Education when they did Modules 3 and 6 with the students. The researcher planned to do the same in order to compare the results and make recommendations. The researcher planned to do Modules 3 and 6 together as this would result in a continuation of method. The researcher discussed the plans with the students and they looked forward to being part of the study.

As mentioned in the introduction the reflections of cycle 2 were used during the planning for cycle 3. The researcher became aware of the importance of additional resources through the experiences of the participants. She made sure that she gathered enough information on the topics to be covered during the cycle. The researcher allowed enough time for preparation as the participants recorded that Outcomes Based Education requires more preparation than the old

method. A list of all the additional resources that the students could refer to was made. In cases where there were not enough resources available, the researcher made photocopies.

The students were informed about the changes in the teaching and assessment methods in order to get them to co-operate. The researcher planned the same lesson as the one used by College A for the classification of products in order to see how the students reacted. The students were required to collect information from the business sector in order to see whether these students experience the same problems as the students at College B. Students were allowed to form their own groups in order to ensure that they co-operate and that they are comfortable to be in a certain group.

As suggested by Wilkens (1998, p72-76), real-life experiences were brought into the classroom in Module 6 by letting the students make muffins. The students had to calculate a price at which they could sell the product as well as draw up an advertisement and design the packaging. The students were allowed to negotiate assessment criteria for this project as none of the participants had tried this and the researcher felt that it was lacking.

4.6.4 IMPLEMENTATION

The researcher used the same outcomes and assessment criteria for Module 3 as supplied to College B and after explaining to the students what they meant they were put up on the wall (Annexure D). For Module 3 the researcher made use of group work, but for module 6 the students had to work individually and they were given the opportunity to negotiate assessment criteria. The participants had complained that the students did not enjoy group work. The researcher's students enjoyed group work as they kept on asking when they could do group work again. (See Annexure J with students' comments on OBE). The researcher did not enjoy the group work and had to get used to the

increased noise levels. The day before they started Module 3 the researcher asked the students to contact the municipality to find out how many people lived in the town. They also had to count how many houses were in the street where they lived. The researcher was afraid that the students would experience the same problems as the students from College B and hence she gave the students a letter of introduction to explain to the officials that the students needed the information for a task.

The researcher was nervous to start with Module 3. It was now a matter of “practise what you preach.” When it came to the section on the classification of products in Module 3 the researcher tried the idea that worked for College A and which the lecturer at College B thought would be boring. The researcher brought a wide range of products to class. The students were curious. The researcher kept them in suspense by asking them to think about which businesses in the town had closed down recently. The researcher also asked them to think of businesses that they would like to see in the town. They had to think of reasons why we did not have these businesses. The students figured out that we did not have enough residents. They came to the conclusion that market research is important. The researcher then focused on the importance of market research.

Then it was time to move on to the products that the researcher had brought to class. The students were asked where they would find these articles in a supermarket, how often they bought them and what they used them for. The students saw everyday articles in a different light. Only at the end of the lesson did the researcher refer them to the theory in their textbooks as well as the articles.

The following day the students had to group themselves and make posters that displayed the nature of the products. From the experience of the lecturer at College A the researcher decided that it would be better for the students to group themselves. By doing this the students ended up in groups where they felt

comfortable and all the students spoke the same language. The researcher guided the students' activities by asking them to focus on what they were trying to achieve with the posters. The researcher brought old magazines to class and was surprised that about 50% of the students had also brought magazines. The students had to buy their own poster paper. The researcher was concerned that this might create a problem, as some of the students did not have the financial means to do this. Every group was able to bring the poster paper. Before they started the researcher referred them to the outcomes and the assessment criteria and made sure that they understood what was expected of them. The students thoroughly enjoyed applying their creative talents. Examples of their work are attached as Annexure G. The researcher moved through the class and gave assistance where needed. It was difficult to keep the noise levels down until the researcher finally gave up and decided this was part of Outcomes Based Education and she would have to get used to it. The class was untidy with all the clippings and the students were annoyed when they had to share a tube of glue and to wait in line to use the three pairs of scissors. The researcher had brought two pairs of scissors and a tube of glue to class and some of the students had some, but these were still not enough.

The next day we did the assessment. The excessive noise levels can be very irritating. We used peer assessment and afterwards the researcher assessed the work too, just to compare the results and to point out possible mistakes that the students had not seen. The researcher does not like the colour orange, but she likes green. One of the posters was a bright orange and it was over decorated according to the researcher's taste. At first sight the researcher thought that the green poster was the best. Much to the researcher's surprise the green poster was full of mistakes and the orange poster had no mistakes on it. It clearly showed how important assessment criteria are. One of the groups had a picture of a car and a vacuum cleaner under services. It was not accompanied by any descriptions, which gave the impression that cars and vacuum cleaners were durable goods. Some of the students wanted to laugh at

this group. In the presentation by the group it was established that these students (all females) came from a community where the majority of the women find employment as domestic workers. They considered the vacuum cleaner to be rendering a service by cleaning houses and offices. It was also discovered that one of the previous Entrepreneurship and Business Management-N4 students now operates a taxi service with a car similar to the one represented in their picture.

One of the groups did not bring the completed poster to class. They asked if they could bring it the next day. One of the group members of that specific group asked if it would be fair if they all got the same mark, as he had done most of the work on his own the previous afternoon. This gave me an opportunity to explain to them that being part of a group does not necessarily mean that you must get a mark. One of the ways in which to allocate marks for a group project is to divide the marks according to the percentage of effort contributed by each member. We negotiated to apply this strategy to this group.

When calculating the market share the students used the information that they had gathered when they had had to count the houses in the street where they lived. A babysitting service was used as an example. The researcher wrote the formula for calculation of the market share on the board. Where the exact figures for the formula were not available estimations were used. The students calculated what the potential income could be if they started a babysitting service in their neighbourhood.

The students worked in groups and had to come up with suggestions for businesses that they thought were needed in their area. After discussions in class they could choose between a butcher, a hairdressing salon, a coffee shop and a nightclub. The students used the figures regarding the population of the town that had been obtained from the municipality to calculate the potential market share of certain businesses that they intended opening. Some of the

students who were from neighbouring towns inquired from their own municipalities how many people lived in their home town.

The researcher asked the students to collect examples of questionnaires. They were referred to books with information on market research and questionnaires in the “library.” The researcher explained to the students that there was a difference between pre-sales and after-sales questionnaires. The students had to draw up a pre-sales questionnaire for any of the businesses mentioned earlier. The researcher was surprised that at the first formative assessment session many of the students only had to make minor adjustments to be declared competent. However some students needed more assistance and had to be sent back three times before they could be considered to be competent.

The researcher referred them back to the additional reading material for trends in the market place and the SWOT analysis. Group work was applied again for the drafting of the SWOT analysis. Each group had to choose a leader and the leader had to explain to the class why the group had decided that certain aspects were strong points and other aspects were weak points. Discussing their final product in class was something new to the students, but after an initial uneasiness they began to enjoy it.

Module 6 was done immediately after Module 3. The students were therefore used to the new method of teaching and did not have to adjust as did the students at the other colleges. The researcher wrote the outcomes and designed a worksheet for Module 6 (Annexures H). To begin Module 6 the researcher wrote a recipe for muffins on the board and asked the students to go to the supermarket and determine the prices of the ingredients.

The researcher gave a broad background to Module 6. This happened on a Thursday before a long weekend and the students could not concentrate. It was not difficult to get them talking, but the researcher steered the talking in the right

direction. The students had to tell the class about the advertisements that they enjoyed watching and those that they wished would disappear off the television screen. They came to the conclusion that it was sometimes the “irritating” advertisement that they remembered best. As this module also included packaging we started talking about packaging, but could not finish before the end of the lesson.

On the Monday following the long weekend the students had to write a test on Module 3. Before they started writing they admitted that they had not done much studying. This was no surprise to the researcher, but the results were a surprise. When asked about the good results a student replied: “*Juffrou, ons het al daai goed in die klas gedoen.*” (Miss, we did all that work in class). What was so good about this was that they had done 90% of this themselves. The researcher came to the conclusion that the students benefited from reading the additional material. All that the researcher did was to guide the students as to where to find the information in the reading material.

On the Tuesday the researcher was fortunate to see the students for two different lessons one after the other. It was explained to them that both lessons would be used for Entrepreneurship and Business Management and that the same would be done for the other subject the next day. The students enjoyed the lesson. They made muffins. Before they started the worksheet was handed to them. The students had to calculate the cost price of one muffin using the prices that they had got from the supermarket. They had to weigh all the ingredients and if for instance, they used two cups of flour they had to work out how much that would cost if they bought a kilogram packet of flour. The students got different answers as they had priced the ingredients at different shops. They got so involved in calculating the price that they forgot to taste what they had made.

The students were given the opportunity to negotiate the assessment criteria with the researcher. Initially they were not sure what was expected of them and they were shy to take part. The researcher gave them examples and after the most spontaneous student started talking they were more relaxed. Before they started on the worksheets the researcher made sure that they all understood what was expected of them.

4.6.5 OBSERVATION

The preparation for each lesson took up much more time than with the old system. The researcher had to collect additional reading material and had to read everything before the lesson. It was difficult to come up with creative ideas on how to present the different sections all the time.

At some stage when busy with Module 3 the researcher asked the students how they experienced this new method of teaching. The students wrote notes to the researcher and it was encouraging to see how positively they experienced this. A copy of the notes is attached (Annexure J). The positive reaction of the students is in line with what Artzt and Newman (1990, p18) say about the experiences of students under the circumstances of co-operative learning, namely that learning can be fun. Learners get the satisfaction of helping each other and the tension is relieved for those who do not understand the work. Further in line with what Artzt and Newman (1990, p16) say, these students experienced that they could explain difficult concepts to each other in their own words.

The researcher gave the students additional reading material besides their textbooks and asked them to come up with an explanation of what a target market is and what market segmentation is. Unfortunately this was done on a Monday when students had a lot to talk about. The researcher repeatedly had to remind the students to stop talking and to carry on with their task. Target market

was not totally strange to the students as we had briefly spoken about it in a previous module. The researcher felt inadequate for the task. It felt as if she could not give sufficient attention to all the groups. All the groups were asking for help at the same time. The researcher was afraid that the increased noise levels would disturb the other classes. The medium of instruction was English, but if the Afrikaans group asked the researcher something in Afrikaans the reply was in Afrikaans. One of the groups consisted of Xhosa-speaking students and one of the group members insisted on speaking Xhosa to the researcher and demanded an answer in Xhosa. It felt as if we were not making progress. The researcher also became afraid that the syllabus would not be completed in time for the external semester examination. Personally the researcher cannot concentrate when there is so much noise. The researcher even phoned the lecturer at College A for encouragement as she had experienced the same situation in the previous year.

The following day Group 1 was able to explain what a target market was, but they had not done the section on market segmentation. The same happened with Group 2, but Group 3 had made a mistake. Group 3 explained what type of business they wanted to open, but could not tell the class who their target market would be. Group 4 did not prepare anything. They were the group that did not hand in a poster and it was one of their members who insisted on speaking Xhosa.

After this the researcher tried a different approach. The researcher asked the students if they liked the same clothes that their parents liked, if they listened to the same music and liked the same television channels. The answer was a definite “No!”, as they thought their parents were old-fashioned. Next they had to think about their favourite advertisement. The students had to tell the researcher who would buy the product that was advertised. It became clear to them that each product that was advertised was aimed at a specific group of people and that in every market there were different segments. By asking them

these questions the researcher made them realize that the terms market segmentation and target market are not just theoretical terms in a textbook, but are things that really exist.

When the students had to calculate the market share of a business, the students from out of town phoned the municipal offices in their home town to find out how many people lived there. It was good to see that the students showed so much interest in the work that they had gone to so much trouble to work with the correct figures.

For the task on the questionnaire the students did not do group work, as the researcher needed a break from all the noise. The students talked excessively when they did group work. The researcher began to realize that this was a learning curve for both parties. The researcher had to learn to cope with the noise and “disrupted classroom” and the students had to learn that group work was not “fun time”.

The researcher recalled from previous cycles that some students tended to answer the questionnaires that they drew up and was determined that it should not happen again. The researcher could not figure out if it was due to the additional reading material or the examples that they collected, but before the researcher could caution the students they knew not to do it. The researcher was so proud of them and told them so.

The researcher needed more time than before to prepare for the lessons. More additional reading was required, as it was impossible to rely only on the textbook. When the researcher referred the students to an additional textbook the researcher had to make sure that she had already read it. The researcher had to be sure that the reading material was of the correct level for the students. The researcher noticed that the Xhosa speaking students had a problem with the additional reading material. For many of them English is their third language and

they tend to use only the textbook which was written for students studying in their second language.

For the section on Environmental Influences the researcher made use of the old newspapers. The students had to collect articles from the newspapers on factors that would have a direct or indirect influence on their businesses. The researcher had difficulty with discipline as some students tended to read other articles in the newspaper that they found interesting, but had nothing to do with what they were busy with. However, in retrospect it was quite a successful lesson. The students began to realize that starting and running a business were not just isolated theoretical exercises. What happens in the outside world has direct and indirect influences on one's business.

When preparing the muffins, even the students that normally did not like to participate took part eagerly. They soon came to the conclusion that if one buys in bulk one saves and also that one should contact different suppliers for the best prices. The students were eager to complete the worksheet. The next day they voluntarily put in an extra hour during a free lesson to be able to complete it. The researcher referred them to the different theory sections in the textbook and gave them the page numbers of where to find them in the additional reading material. Some students wanted to complete the worksheet without referring to the theory.

The negotiation of the assessment took longer than the researcher expected. It was new to the students and very few of them participated. The students knew we were going to do it on that specific day. They were asked to read through the theory again. The researcher got the impression that the students only wanted to take part when it was group work and when they could have "fun" as they called it. As soon as the students had to do additional reading at home they seemed to withdraw.

After completion of the worksheets the students assessed each other's work. Although there were mistakes in some of the work the overall impression was good. The researcher was pleasantly surprised about the packaging. All that was required of the students was to design a label, but they all came up with the complete packaging. Examples of the students' work are attached as Annexures I, K and L. The benefit of this "additional exercise" could be seen when they did the business plan. Although they did not all plan to start a bakery they understood the work much better. By the time they had to design a questionnaire, calculate prices, design a promotional plan and select suppliers they had at least been exposed to the work previously. The researcher found that the students did not experience as many problems with writing up the business plan as the students in previous semesters.

Although it was planned that only two modules of the syllabus were to be done according to Outcomes Based Education methods it was difficult for the researcher to revert back to the old method of teaching. The researcher found it useful to refer the students back to the "muffin lesson" as they thought of it. A mixture of the two methods, leaning much more on the Outcomes Based Education approach, was used to complete the rest of the syllabus.

4.6.6 REFLECTION

Initially it felt as if following an Outcomes Based approach was too strenuous. Now that it lies in the past it seems as if it was nothing. By that the researcher does not wish to say that everything was perfect. With hindsight, certain aspects could have been handled differently. The researcher has come to the conclusion that the only way to improve on Outcomes Based Education is to keep on doing it. The researcher had the benefit that she could draw from the experiences of the participants, for which she was very thankful. The researcher also had the advantage of informing the students of their role so that they co-operated well.

The researcher has realized that the instructions for the first task regarding the poster and the classification of products should have included a suggestion that pictures could be supplemented with descriptions. It would then have been clear if the students who had the pictures of durable goods (vacuum cleaner and car) under services, really meant cleaning services and taxi services as the researcher later discovered.

As a result of this the researcher has realized that clear rules have to be formulated. Group assessment needs to be sensitive to the feelings of the students. The lecturer needs to ensure that a secure environment exists before peer assessment can be implemented. Students from the previously disadvantaged communities often have problems with expressing themselves in English and the researcher has experienced that although they would like to “defend” themselves they do not have the language ability. This often resulted in unhappy withdrawn students in the past. Outcomes Based Education and the situations created in class as a result of this can create friction amongst students.

With this study the researcher has also found that it was important to have enough equipment in the classroom when practical work had to be done. The solving of this problem can be difficult. To add anything to the class fees will be difficult as students and parents already complain about the high fees. In this case group work takes the pressure off each individual. The group can negotiate with each other in terms of who takes responsibility for what.

Although the students had problems with the negotiation of the assessment criteria it should be remembered that this was the only time that these students had had to do this. The researcher is of the opinion that if they were to experience it a second time, they would find it much easier. However, time did not allow this.

Pahad *et al.* (1997c, p6) write that the nature of assessment practices must change when Outcomes Based Education is implemented. The researcher tried to change the nature of assessment practices during the third cycle, but a complete change did not take place. The students still had to write the National Examination to be promoted to the N5 level. Tests used as summative assessment still had to be written to build up the year mark as required by the Department of Education. Continuous assessment could not be used to the full extent as discussed by le Grange and Reddy (1998, p10) where it is seen as formative in nature and where it takes place throughout the learning period.

Entrepreneurship and Business Management-N4 students have to keep a file, in which they keep additional notes, completed tasks and test results. The researcher explained the concept of portfolios to the students and they compiled portfolios to include the work covered in the two modules included in the research study.

The researcher found it interesting that when a new term gets mentioned, for example market segmentation, the students do not realize that it is something that they experience themselves and which they are part of. As soon as the researcher referred them to practical examples it was as if their faces lit up. Never before has the researcher experienced that a group of students link what they have done in the classroom as well with the real world as this group of students.

The researcher was in the fortunate position of having the same group of students for Introductory Accounting-N4 and could on some days, as with the lesson with the muffins, see the students for longer than one hour. Alternative arrangements were made and lessons were swapped around to suit the group. The lecturer at College A complained that she could not get through all the work in an hour lesson. The researcher would have been in the same position and

would have experienced the same problem if it were not for the fact that she had the same group for another lesson.

The final point in the reflection was a very positive one. The researcher was afraid that the students would not do well in their final external examination. After completion of the syllabus there was enough time available to do revision. As mentioned in a previous chapter the examination papers follow a pattern. The questions have the same format every semester with the exception of small deviations. The researcher was surprised that not one of the students failed the external examination and two of the students obtained distinctions (80% and above).

Table 4.1 (p120) indicates the results obtained by the students. In order to pass students need a minimum of 40% and to pass with distinction a minimum of 80% is required.

4.7 SUMMARY

This chapter contains details of what happened in all three cycles of the action research. At the end of every cycle the researcher reflected on what had happened. Chapter 5 contains a summary of the reflections from all three cycles, which represents a conclusion of the cycles. This conclusion leads to suggestions towards a model for the assessment of Entrepreneurship and Business Management-N4 using an Outcomes Based Education approach.

TABLE 4.1: RESULTS: ENTREPRENEURSHIP AND BUSINESS MANAGEMENT-N4 – 1ST SEMESTER 2002

STUDENT	PERCENTAGE
Student 1	73
Student 2	75
Student 3	80
Student 4	85
Student 5	47

Student 6	70
Student 7	69
Student 8	56
Student 9	62
Student 10	56
Student 11	67
Average	67
National average	44

CHAPTER 5

RECOMMENDING A MODEL FOR ASSESSMENT

In the previous chapter the data collected during the research study was analyzed. By focussing on the reflections in each cycle this chapter highlights the aspects that need to be considered when developing a model for assessment of Entrepreneurship and Business Management-N4. It should be remembered that the assessment is being considered in the context of Outcomes Based Education. The highlighted aspects will then be used in the development of a model for future assessment.

5.1 SUMMARY OF REFLECTIONS

5.1.1 THE SYLLABUS

The lecturer at College B said in her final interview that a new syllabus consisting of practical work should be designed. She said that all theory could be applied practically. How particular content is taught depends on the methods used. The syllabus reflects the content to be taught. As a first step lecturers need to focus on changing their methods of teaching. When using an Outcomes Based Education approach learners can work at their own pace and discover “concepts” themselves. The lecturer must ensure that enough additional resources are available and that real-life experiences are brought into the classroom.

5.1.2 RESOURCE MATERIALS

College A has a library, but the other two colleges do not have libraries. It was found that alternative assessment worked better at College A than at College B. In cycle 3 use was made of resources other than the textbook. Additional resources are important if learners have to discover “concepts” for themselves.

In cycle 3 it was found that students were hampered because of a lack of scissors and glue. On the other hand the provision of additional articles enhanced learning in cycle 3.

5.1.3 CLASSROOM PRACTICE

Both lecturers at College A and College B complained about implementing group work. The researcher herself found difficulty with noise levels during group work. This brings in the idea that it may not have been the students at College A who did not like group work, but the lecturer who had problems with group work.

Students should be allowed to form voluntary groups and not be forced to join groups where they do not feel comfortable. As Wilkens (1998, p68-72) maintains, groups should not remain static. When students join a group at the beginning of a semester they do not know each other. Providing support for students to develop positive group dynamics assists co-operative learning.

Unlike the old education system where students sat passively they are now required to take an active part in what happens in the classroom. Discipline can become a problem and students may become unruly when they work in a group.

During cycle 3 the students made muffins and had to use this idea to start a home industry. If students actually make or construct something themselves they have a practical example to refer to. Theoretical sections like the calculation of a selling price or the calculation of start-up costs become more real. Students find it easier to promote a product that they actually believe in and take ownership of.

5.1.4 THE LECTURERS

The lecturer from College A reported that she found the second cycle easier as she was more experienced in Outcomes Based Education methods. She complained about the amount of pre-module preparation. Her final entry in her journal diary was that she thinks Outcomes Based Education can be implemented successfully if lecturers receive more training.

The lecturer from College B wrote that she was uncomfortable when she had to use Outcomes Based Education methods. She also mentioned that, however little, being exposed to Outcomes Based Education methods made her more positive towards the changes in the education system.

It is clear from the data analysis that training received from colleagues, as was the case at College B, was not successful. Properly trained lecturers will be motivated to successfully implement Outcomes Based Education.

If a lecturer does not apply Outcomes Based Education methods immediately after the training s/he tends to forget what was practiced at the workshops. This happened with the lecturer from College A. She assumed that she understood what was intended at the workshops, but when she had to apply it in the classroom she was not sure if she did it correctly.

5.1.5 ASSESSMENT

The researcher supplied the participants with assessment sheets during the second cycle, but they did not use them. The lecturer from College A experienced problems with peer assessment. The students would declare their peers not competent for no particular reason. To avoid this the researcher provided clear assessment criteria during the third cycle. Tension arose in cycle 2 amongst group members when marks had to be allocated.

The negotiation of assessment criteria was tried during cycle 3. The students were allowed to negotiate the assessment criteria for the worksheet that they were required to complete. It did not prove to be successful. The researcher gave examples, but the students did not respond. It was only after the researcher did a part of it that the students started to respond. The situation will only improve when learners get more exposure to this. When students are allowed to negotiate assessment criteria, as happened in cycle 3, the students know exactly what is expected of them and they co-operate as if they have taken ownership and do not feel coerced into working. As mentioned previously the students were eager to complete the worksheet and afterwards they said that they were proud of their work.

If the lecturer at College A had negotiated assessment criteria with her students during cycle 2, they would have had a better understanding of what was expected of them. She wrote that she was not sure whether the students always understood what she wanted them to do and *“sometimes I’m not sure myself.”* Clearly negotiated assessment criteria could have assisted them.

5.2 CONCLUSION

5.2.1 THE SYLLABUS

What is in the syllabus of Entrepreneurship and Business Management-N4 and the subsequent levels that follow are the skills that a student should have, to become a successful entrepreneur. Outcomes will have to be written for each section of the syllabus in terms of learner competence. It is possible that the learning programme for Entrepreneurship and Business Management-N4 will change to unit standards before an Outcomes Based Education approach is compulsory.

As suggested by Bruner in Stenhouse (1975, p16) when skills are taught their context in the broader fundamental structure of a field of knowledge should be explained. It is therefore necessary to link what is happening in the classroom with what is happening in the business world where students will have to apply the skills after completion of the course.

For lecturers to assist students in making this link, the lecturers need to have a strong content knowledge. Lecturers will have to do pre-module preparation. Additional resources must be made available to the lecturers and lecturers should receive proper training.

5.2.2 RESOURCE MATERIAL

The researcher suggests that partnerships should be formed with local business. Businesses can sponsor the subscription to a daily newspaper or a business magazine for a year or even donate their old newspapers and magazines for use in the classroom. Donations of a book per year and the sponsorship of material like scissors and glue or computer equipment can be negotiated. In exchange the students can offer their services at no charge for one week per year or an hour per week. The businesses would get a return for their donation and the student would gain experience. Students at the N5 level are required to work for 10 days during the semester. These students often complain that they cannot find a position and that they do not get paid for what they do. With such partnerships both businesses and students will benefit.

5.2.3 CLASSROOM PRACTICE

Group work forms an important part of Outcomes Based Education. Classroom layout has to change. It is better to rearrange the desks before the students enter the classroom and not wait until the students have to work in groups before

the desks are arranged accordingly. This leads to a waste of time and unnecessary noise.

In order to bring real-life situations into the classroom the lecturer and students should jointly think of something that they can produce or a service that they can render to make money.

Learners play a more active role in an Outcomes Based Education classroom. Learners can contribute their experiences and the lecturers can assign tasks to groups. The learner can be required to gather information from businesses. During the third cycle the lecturer gave students a letter of introduction to the local businesses when they had to gather information from them. This letter, produced with the student card, eliminated the problem of businesses that are afraid that students may become their opposition.

5.2.4 THE LECTURERS

Lecturers should make a mind shift as far as Outcomes Based Education is concerned. To achieve this, lecturers need proper professional development. Lecturers are not satisfied with what they call “second hand training”. With the establishment of Public Further Education and Training Colleges there are now only 8 Colleges made up of an amalgamation of the original 25 Colleges. If Outcomes Based Education is to be implemented successfully at these colleges an intensive training programme will have to be implemented.

The Department of Education trained lecturers too far in advance. The Department of Education could schedule training workshops for the semester preceding the implementation. More support besides the 10-day training sessions is required. Lecturers should familiarize themselves with the subject matter and have some pedagogical knowledge.

The Department of Education needs to appoint subject advisors that could be approached should a lecturer experience problems. The lecturers will have to develop their own support system and cannot wait for the Department of Education.

5.2.5 ASSESSMENT

Continuous assessment will have to be implemented. As stated by Harris and Bell (1994, p99) formative assessment should use the process of assessment as well as the results to influence the learning process. Each learner will be able to work at his or her own pace. Formative assessment requires a learner to repeat a task until he or she is competent. Feedback should be provided to assist learners in improving.

The Entrepreneurship and Business Management-N4 students are required to draw up a business plan as one of the outcomes of the course. This creates an ideal situation to apply continuous assessment. A learner can repeat a section of the business plan until he or she is declared competent and the final product can be included in the business plan.

The more learners are exposed to peer assessment the easier it will become. Once Outcomes Based Education is fully implemented in the South African education system lecturers can rely more on peer assessment and this can reduce the burden of the lecturers.

5.3 TOWARDS THE DEVELOPMENT OF A MODEL

The aim of this study was to develop a model for the assessment of the subject Entrepreneurship and Business Management at the N4 level using an Outcomes Based Education approach. From the conclusions reached in the study suggestions will be made towards the development of a model for assessment.

The players involved in the assessment process are the students, the lecturers and the available resources to deliver the content.

5.3.1 STUDENTS

Students should be trained in Outcomes Based Education methods. Siëborger and Macintosh (1998, p64) state that it takes a year before students can do proper self-assessment. Students should be made aware of assessment criteria in order to avoid situations like those at College A where students declared each other not competent “*for the fun of it*”.

Van der Horst and McDonald (1997, p127) explain that co-operative learning is more than just group work. One of the seven critical outcomes is to work effectively with others as members of a team, group, organization or community. Students should be given the opportunity to develop this skill. A good idea is to let each group member complete a different task when information is needed to complete a project or task. One student can, for instance, go to the municipality, the other to the advertising section of the newspaper and another can be asked to interview a businessman.

Specific rules should be agreed upon for group work. The lecturer should not make a list of rules and enforce it. It is advisable to negotiate the rules with the students. By doing it this way the students take ownership and are more willing to abide by the rules. It is better to use one lesson to discuss the rules rather than to lose hours in trying to bring order in the classroom.

5.3.2 LECTURERS

Intensive training is recommended for lecturers. This does not only include training in Outcomes Based Education methods, but also training as far as content of the subject is concerned.

Outcomes Based Education requires a lot of pre-module preparation. Lecturers will have to acquire the habit of preparing in advance. They will have to know what is in the additional reading material that they give to the students.

Support from the Department of Education in the form of the appointment of subject advisors is recommended. In the mean time lecturers could form support groups to assist each other with lesson planning, writing of outcomes and assessment criteria. Each lecturer can be responsible for specific topics in the syllabus, as this will reduce the burden and it can be done on a rotation basis. A rotation system will eliminate boredom and fresh ideas will keep lecturers' interests alive. A lecturer's enthusiasm has a positive effect on students.

The researcher is of the opinion that no amount of training can completely prepare one for Outcomes Based Education. The real test will come with the application of Outcomes Based Education in the classroom. It is recommended that lecturers commence with the gradual phasing in of the new education system. There will be a learning curve for both the lecturers and the students. By gradually phasing in an alternative system the lecturers will find it easier once Outcomes Based Education is fully implemented in all subjects.

Lecturers should be reflective practitioners. It is recommended that lecturers start their own action research in their classrooms as the process of implementing each cycle emphasises the value of reflection.

5.3.3 RESOURCES

Colleges that do not have a library will have to buy additional reference works for each classroom. Where there is a shortage of reference works, additional photocopies should be available to have a copy for each group. The college will have to subscribe to one newspaper and one business magazine to complement

the textbook. The lecturers will have to familiarize themselves with the content of the magazines and the reference works.

5.3.4 ASSESSMENT

The whole spectrum of Outcomes Based assessment will have to be used. Students should be trained in self- and peer assessment techniques. Full use should be made of formative assessment and colleges will have to adopt a policy of continuous assessment. The final summative assessment can take the form of an open book examination. Portfolios containing students' best work should be kept up to date.

The business plan is the main project for Entrepreneurship and Business Management-N4. Before work starts on the business plan, time should be set-aside for a briefing session. Students must understand the outcomes and assessment criteria. Assessment can be based on an incremental approach. When learners hand in staged elements of the project formative assessment can be applied before too much time is wasted on incorrect work. This reduces the burden when the final assessment has to be done on completion of the project.

Lecturers must bear in mind that not all learners have access to the same resources and equipment. As le Grange and Reddy (1998, p21) remind us it is important not only to focus on the end product, but also to take the process into account. A student from the disadvantaged community might not be able to produce a printed business plan, but the content might meet the specified criteria. The idea of what business to open will sometimes sound strange to people from a Western culture, but it may be ideally suited for a township where many of the college students live.

Open book examinations can be used. In real-life a businessman can consult various experts when experiencing a problem. Therefore a student should be allowed to consult a textbook during the assessment sessions.

Students can start a portfolio that contains their best work, including the business plan. They can continue to use this portfolio right up to the N6 level. This portfolio can assist them in applying for a position after completion of their studies.

Brown and Knight (1994, p62-63) have suggestions on how to divide marks amongst group members. Where all group members receive the same mark they advise not to put too much emphasis on the marks. This is not possible in this subject, as the business plan is the main project for the semester. This leaves three other options. The first option is to divide the marks awarded according to negotiated criteria. The second option is to give all the students the same mark and an additional mark for their contribution to the task or thirdly tasks can be broken down into smaller tasks and these tasks can be assessed individually. Option three will not be suitable, as this will give the students a distorted idea of what goes into the business plan. The researcher successfully used the second option where all the students were given the same mark and an additional mark was awarded for their contribution to the task. It is however important to explain this to the students at the start of the task.

The students and lecturers must work together as a team. They must take pride in what can be achieved as a team. As described by Hoppers *et al.* (2000, p128) a culture of learning and teaching will have to be developed. Resource materials must be utilized optimally by both students and lecturers and lecturers must become life-long learners. Assessment must form part of the learning process and must not be seen as something added on at the end of a section of the work.

In conclusion the recommendations contained in this chapter and the proposed assessment model cannot be seen as the only solution to change one's assessment practices. Each college has different circumstances and each group in that college may differ from the other. This can only serve as a guideline for lecturers and each situation must be handled independently and on merit.

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Annexure C (1)
P. O. Box 102
CRADOCK
5880

20 September 2000

The Rector

.....
.....
.....
.....

Dear Sir/Madam

RESEARCH: OUTCOMES BASED EDUCATION

I am doing research for a masters degree through the Port Elizabeth Technikon. Permission was obtained from the Department of Education in Bisho to approach your college. (Letter attached.)

I am trying to design an implementation plan for the assessment of Entrepreneurship and Business Management using an Outcomes Based approach. As part of the research I need to establish the feelings of lecturers regarding Outcomes Based Education. I would also like to test the new assessment methods in a classroom situation. Lecturers will receive training in new teaching practices and assessment methods and techniques. Students will however still write the same examination as the other students in order to receive their qualifications. Dr. A. Naidoo, my promoter, will monitor the programme.

Attached, please find a questionnaire that I would like your Entrepreneurship and Business Management lecturers to complete. An envelope is included in which you can return the questionnaires. Please note that you are welcome to remain anonymous. Should you like to take part in testing Outcomes Based Education in your Entrepreneurship and Business Management courses, please fill in your details. If you would like to remain anonymous regarding your questionnaires, but you are interested in taking part in the trial programme you are welcome to contact me.

Please do not hesitate to contact me if you want any information regarding the trial programme.

Thank you for your co-operation.

Marina Olivier
LECTURER: IQHAYIYA EXTENDED CAMPUS
Tel: 0839986728

QUESTIONNAIRE
OUTCOMES BASED EDUCATION

SECTION A: BIOGRAPHICAL DATA

COLLEGE:

Please indicate the level you are teaching. N3 N4 N5 N6

SECTION B: TRAINING

1. Did you have any training in Outcomes Based Education?

Yes	No
-----	----

2. What was the period of the training?

3a. The training was :

Sufficient	Insufficient
------------	--------------

3b. Justify your choice.

4. How can you translate what you have done in the workshops into your classroom?

5. What do you understand by outcomes?

P.T.O.

SECTION C: CLASSROOM PRACTICE

Use the table to say how you assess:

Form of assessment	How is it used?	Frequency

1. Should we change from our present methodology to an Outcomes Based Education approach? Why?

2. Would you like to get involved in a series of workshops to implement Outcomes Based Education in your classroom?

3. If you are interested, please fill in your details.

Name:.....

College:.....

Telephone:.....

THANK YOU FOR YOUR CO-OPERATION.

MODULE 3

OUTCOMES

The students must be able to do the following:

Outcome 1:

Define the concept feasibility study.

Outcome 2:

Explain the importance of a feasibility study.

Outcome 3:

Describe the concept product.

Outcome 4:

Give a detailed description of your specific product or service that you have chosen.

Outcome 5:

Make a poster to illustrate the nature of products.

Outcome 6:

Explain the terms target market, market segmentation and market share.

Outcome 7:

List the different ways of segmenting a target market.

Outcome 8:

Describe your proposed market.

Outcome 9:

Calculate market share.

Outcome 10:

Explain the indicators of market growth.

Outcome 11:

Explain the difference between primary data and secondary data.

Outcome 12:

Name and explain the different methods of collecting primary data.

Outcome 13:

Explain the reasons why you choose a specific method of collecting data for your business.

Annexure D (1)

Outcome 14:

Apply this method in practice for your chosen business idea.

Outcome 15:

Name and describe the type of questions and characteristics of a good questionnaire.

Outcome 16:

Draw up a questionnaire to test a potential market and analyze the data collected.

Outcome 17:

Name the important sources of secondary data.

Outcome 18:

Describe what a SWOT analysis is.

Outcome 19:

Complete a SWOT analysis for your proposed business.

MODULE 3**ASSESSMENT**

Outcomes 1, 2, 3, 6, 7, 10, 12, 15, 17, 18:

Short formative class tests and formal test as summative assessment.

Outcome 4:

Formative assessment. Student can write a short paragraph and once both learner and teacher are satisfied it can become part of the proposed business plan. Summative assessment can then take place when business plan is assessed.

Outcome 5:

Outcome: Work in groups and make a poster to illustrate the nature of products.

<u>Assessment Criteria</u>	<u>Method of assessment</u>	<u>Assessment Instruments</u>	<u>Materials</u>
The following must be clearly displayed			
Industrial Products	Products	Project	Poster paper
Consumer Products	Questions		Scissors
Consumer Goods			Pritt
Durable/non durable			Koki
Convenience/ shopping/ speciality goods			Magazines
Services			Newspapers
			Checklists

Range

Give at least two examples of each.

This is ideal for peer assessment. The groups can assess each other. Look at reading materials for ideas on how to divide the marks.

PEER ASSESSMENT OF A GROUP PROJECT

TITLE OF THE PROJECT:.....

DATE:.....
.....

GROUP MEMBERS:.....

.....
.....

The following were clearly displayed through the pictures:

	EXCELLENT	GOOD	NOT CLEAR
Industrial products			
Consumer goods			
Durable/ non durable			
Convenience/ shopping/ speciality			
Services			

Short descriptions provided	YES	NO
-----------------------------	-----	----

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ASSESSMENT CRITERIA

NAME.....

ADVERTISEMENT

Attention

Excellent	Good	Average	Poor
-----------	------	---------	------

Comment _____

Interest

Excellent	Good	Average	Poor
-----------	------	---------	------

Comment _____

Desire

Excellent	Good	Average	Poor
-----------	------	---------	------

Comment _____

Action

Excellent	Good	Average	Poor
-----------	------	---------	------

Comment _____

Originality

Excellent	Good	Average	Poor
-----------	------	---------	------

Comment _____

Neatness

Excellent	Good	Average	Poor
-----------	------	---------	------

Comment _____

Competent	Not Competent
-----------	---------------

INDUSTRIAL PRODUCTS



CONSUMER PRODUCTS

DURABLE & NON-DURABLE



SHOPPING GOODS

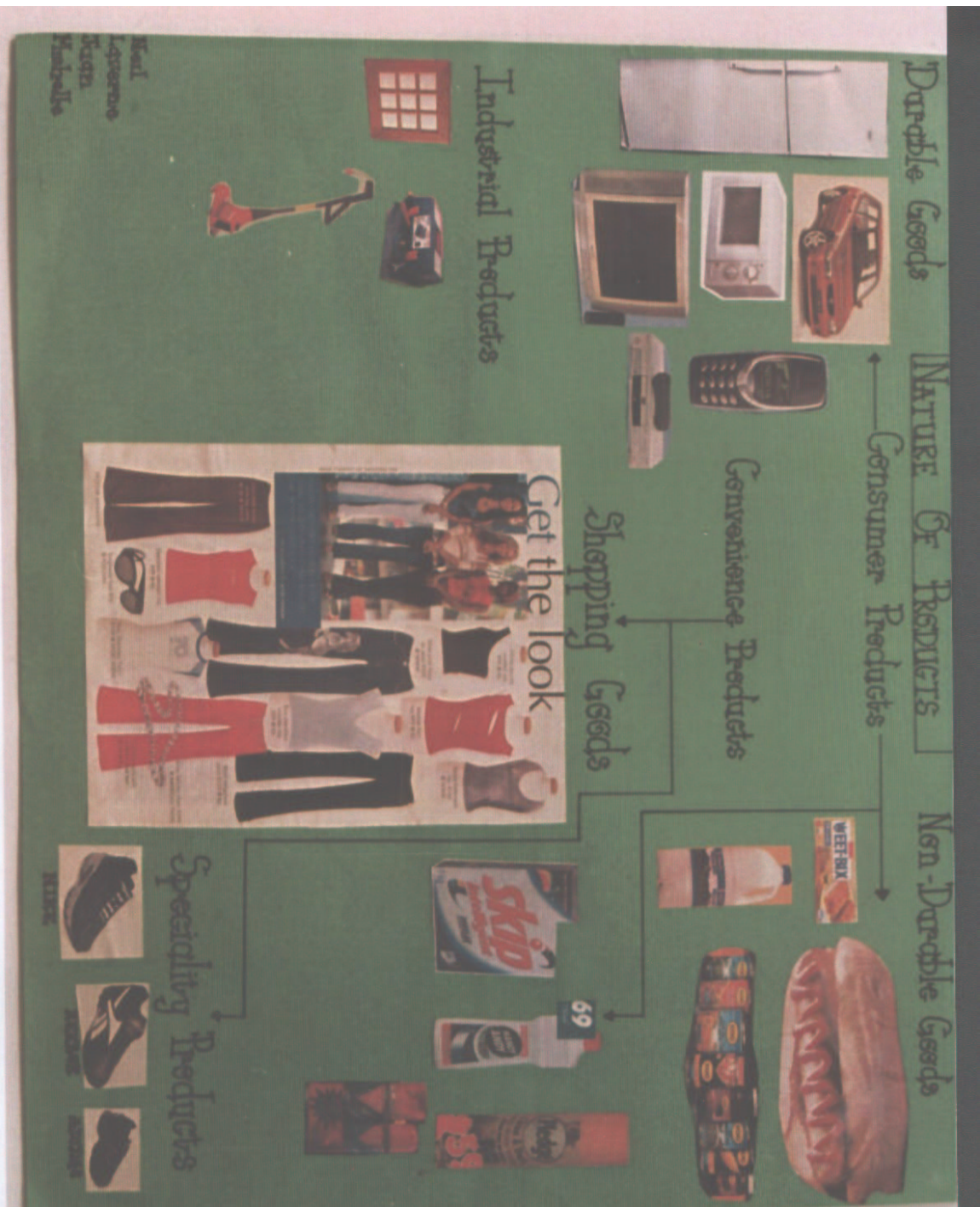


SPECIALITY PRODUCTS



SERVICES





NATURE OF PRODUCTS

INDUSTRIAL PRODUCTS



CONSUMER PRODUCTS



DURABLE

NON-DURABLE

SERVICES



PERSONAL PRODUCTS

SHOES



SPECIALITY PRODUCTS



WORKSHEET: MARKETING PLAN

1. I had to determine the following prices:

2. We need the following for our recipe:

Costs

3. How many muffins can we spread with a 500g brick of margarine?

4. How many muffins can we spread with a 900g tin of jam? How much cheese is needed per muffin?

5. What additional costs did we not include in the ingredients?

6. Who can we possibly sell the products to? (Target market)

7. Which way would be the best to advertise our product?

8. Design an advertisement for our product.

9. Design a label that we can stick on the packets.

10. List the equipment that we will have to buy if we want to start this business?

11. Suggest a selling price for one dozen muffins. (Show all calculations)

12. Which factors did you have to keep in mind when you decided on a price for our product?

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Auntie Dot's Bakery

HEALTHY MUFFINS

THE AUNTIE'S HEALTHY TASTY TREAT TASTY

For all the health conscious people. This muffin is filled with goodness. For a healthy treat try AUNTIE DOT'S HEALTHY MUFFINS.

Address: 19 Adderley Street
Phone: (048) 881 3664

