Staff development for innovative teaching and learning at the University of South Africa

by

Anthony Kiryagana Isabirye

Submitted in accordance with the requirements for

the degree of

DED

In the subject

CURRICULUM STUDIES

at the

University of South Africa

Supervisor: Prof. M.E. Makoe

February 2015

Dedication

This work is dedicated to my late father Mr. Ananiya Kiryagana Isabirye and my late mother Mrs Faisi Namukobe Isabirye in appreciation of all the sacrifices they made for me to receive education. Thank you Mum and Dad for your love, generosity, and support. Thank you too for the strong educational background that you laid for me to build on.

ACKNOWLEDGEMENTS

DECLARATION

Student number: **47167076**

I declare that ***Staff Development for innovative teaching and learning at the University of South Africa*** is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

_____   _____

SIGNATURE   DATE

(Mr)

LIST OF CONTENTS   PAGES

CHAPTER 1: INTRODUCTION TO THE STUDY

CHAPTER 2: STAFF DEVELOPMENT FOR INNOVATIVE TEACHING AND LEARNING

CHAPTER 3: CONCEPTUAL FRAMEWORKS TO GUIDE STAFF DEVELOPMENT

CHAPTER 4: RESEARCH DESIGN AND METHODOLOGY

LIST OF TABLES

LIST OF APPENDICES

ABSTRACT

The evolution of technologies used for learning in open distance learning (ODL) has compelled academics to upgrade their teaching skills and competencies in order to teach in an ever-changing environment. While the earlier ODL generations were characterised by the use of written, printed texts, radio, television, print media and postal services, the current generations are characterised by the use of information and communication technologies (ICT) to enhance teaching and learning. This study explored the experiences of academics who participated in the staff development courses for innovative teaching and learning at the University of South Africa. To explore the experiences, a qualitative research design of a phenomenological genre was adopted. Using interviews, data was collected from six purposively selected academics and analysed following Giorgi's phenomenological methods. The academics' experiences and concerns provided some insight into their development needs and how they would have liked to have been developed for innovative teaching. It emerged that staff development provided valuable knowledge, skills and competencies, enabling and promoting innovative forms of e-teaching and learning. These experiences and concerns were synthesised into a staff development framework consisting of four phases: Orientation; Learning; Acquisition of skills and Competencies; and Performance indicating that effective staff development requires that participants are initially orientated to the training programme before exposure to authentic learning activities. Through this exposure they acquire the vital online teaching skills and competencies thereby enhancing their performance as online teachers. The staff development framework indicated further that for effective staff development to take place, the different phases should not only be supported by university management but also by an evaluation mechanism to establish whether the objectives in each phase have been achieved. It also emerged that time played an important role in staff development, as the duration of each phase and the development intervention as a whole affects how well academics are able to acquire and perfect their teaching skills.

Key terms: Staff development; e-learning; e-teaching; innovative teaching; University of South Africa; open distance learning; online teaching; academics

CHAPTER 1
INTRODUCTION TO THE STUDY

1.1 ORIENTATION

The demand for skilled and knowledgeable individuals by governments, non-governmental organisations, institutions, specialised associations, industries and communication companies has increased the demand for higher education (UNESCO, 2002). This has put enormous pressure on mainstream education and training institutions. In several instances, conventional higher education institutions are unable to cope with the explosive demand for education. This reality, coupled with the high cost of full-time education, has inevitably increased the use of open distance learning (ODL) as an alternative (Braimoh, 2009). ODL has been used to expand adults' educational opportunities, increase individuals' participation in higher education and has afforded employers cost-effective professional development for their workers (Braimoh, 2009; UNESCO, 2002). It has also been used to support large-scale campaigns in HIV/AIDS education, non-formal and community development education (UNESCO, 2002). Indeed, Taylor and McQuiggan (2008) note that the number of courses offered through ODL is growing every year, increasing the number of lecturers entering the ODL system for the first time.

A significant number of staff in ODL is drawn from other sectors of education (Lockwood & Latchem, 2004) necessitating the need for staff development (Wheeler, 2004). Such development is vital if academics/lecturers have to keep up with evolving student needs and new ODL instructional strategies (Neo & Neo, 2001). It is well documented now that staff in ODL institutions require training and assistance to enable the transition from teaching in conventional universities to teaching in ODL institutions (Taylor & McQuiggan, 2008). The findings of several studies that address the issue of staff development of university teachers (Gibbs & Coffey, 2004; Godfrey, Dennick & Welsh, 2004; Levander & Repo-Kaarento, 2004; Postareff, Lindblom-Ylanne & Nevgi, 2007; Steinert, Mann, Centeno, Dolmans, Spencer & Gelula, 2006) indicate that lecturers' participation in staff development courses positively impacts on their teachings skills and their ability to reflect on their teaching. Gibbs and Coffey (2004)

note further that staff development programmes also affect student learning in the sense that trained lecturers and students are bound to adopt a deep approach to teaching and learning respectively. In the context of this investigation such lecturers are likely to teach innovatively while their students too are bound to learn innovatively.

From the above observations, it can be argued that no area in distance education is more important than that of training and supporting lecturers (Weurlander & Stenfors-Haye, 2008). Though many of these lecturers may be experienced and have been in the business of teaching at a distance for a long time, when faced with the task of using new and innovative teaching methods, their teaching abilities could be curtailed. Such lecturers are likely to be rendered ineffective with regard to the use of new technologies to interact with their students. The argument in this investigation therefore is that well-structured and proactive staff development programmes are essential to enable distance lecturers to teach innovatively. While traditional ways of teaching mainly focus on transmitting information to inactive students, innovative methods are both student- and learning-centred (Neo & Neo, 2001). The methods are used to enhance the quality of teaching and learning. In order to ensure quality, Belawati and Zuhairi (2007) advice that innovative practices should permeate all departments and areas including those of quality assurance, curriculum development, policy and management services, student support and tutoring.

Whilst there is no consensus about what constitutes innovation, Johannessen, Olsen and Lumpkin (2001) point out that it denotes change for the better. In education the notion of innovation has been associated with advancements in technology and its use to enhance teaching and learning (Meyer, 2014; Weng & Tang, 2014). According to Bradshaw and Lowenstein (2013), Kirkpatrick (2001) and Rodgers (2014), innovative learning and teaching approaches are flexible. But various writers (Billig & Waterman, 2014; Bradshaw & Lowenstein, 2013; Laurillard, 2013) have used the concept of innovative learning and teaching to denote open learning, independent learning, student-centered teaching/learning, online teaching/learning and learning with technology. Hoidn and Karkkainen (2014), Neo and Neo (2001), Oliver, Oesterreich, Aranda, Archeleta, Blazer, de la Cruz and Robinson (2015) add that innovative teaching and learning refer to problem-based teaching and learning strategies. Innovative teaching is thus student–centered and learning-centered. Student-centered

learning is dominated by student activities structured in such a way that they enable students to develop increasingly complex and sophisticated ways of reasoning and solving problems within a content area or field (Pratt, 2002; Hoidn & Karkkainen, 2014; Oliver et al, 2015). Moreover, learning-centred strategies acknowledge the very close link between teaching, the students and the subject content. Using such strategies, the lecturer strives to create a context that actively supports students' engagement with the given content, enabling students to construct knowledge from it (Neo & Neo, 2001; Mc Gee & Wickershame, 2005; Kim, Kim & Getman, 2014). They add that this approach emphasises real-world problems, higher-order thinking skills, multi-disciplinary and independent learning, team work and communication skills. To enhance student learning, multimedia technology is usually included in the problem-based environment that the teacher sets.

Not surprisingly, Gooley and Lockwood (2012), Jung (2005), Littlejohn and Pegler (2015) note that innovative practices in ODL today include the integration of information communication technology (ICT), student services and tutoring. According to Li and Li (2003), the use of ICT enables the provision of student-centred services that lend support to large and dispersed groups of students. Such services include among several others, digital libraries, e-mail-based support, toll-free telephone sessions with tutors and online interactions. Innovative teaching and learning have also manifested themselves in the use of e-books and mobile technologies, as well as the integration of the internet and the web into the courses. Students in many ODL institutions can now read e-books on computer screens; and many ODL institutions have created totally online courses through internet and web integration (Jung, 2005; Davies, 2011; Naidoo, 2012).

According to Johannessen et al (2001) innovation, technology and change are closely related. Hannan and Silver (2000) note that in the practice of Higher Education a combination of innovation and technology brings about positive change in terms of teaching and learning. Since pedagogy is closely related to the technologies of teaching and learning. Beetham and Sharpe (2013) observe that the scope and style of teaching and learning change as technologies change. When designing learning programmes for the digital age student for instance, the teacher has to take into cognisance the fact that current technology:

- Enables students to gather content according to their needs;
- Is engaging;
- Is highly responsive to student needs;
- Responds to individual student needs of pace and level; and
- Links the class room to the workplace.

Furthermore, teachers will have to adopt appropriate pedagogical strategies for online teaching. For instance In a Delphi study to explore effective pedagogical strategies for online teaching, Partlow and Gibbs (2003) found out that in a technologically rich environment, instructors will be required to design relevant, interactive, project based and collaborative learning programmes; whilst allowing students some control over their learning. Instructors will have to encourage the use of blogs, Wikis and podcasting to ensure collaboration among the students (Baggaley, 2003; Kukulska-Hulme, 2012; Lamb, 2004; Sloane, 2005). This means that there will not only be need to integrate emerging internet technology into the teaching and learning processes in higher education (Kim & BonK,2006), but also to create an environment that supports student inquiry, broaden their learning experiences, and solicit their active and critical reflection. Such an environment will be structured to ensure that teaching fosters critical and creative thinking among the students. Interactive labs, data analysis, hands-on performances and scientific simulations will all be needed when teaching online (Bonk, 2001; Bonk, 2004).

Taking cognisance of the changes in education as brought about by the new teaching and learning technologies, and making the transition from the traditional teaching mode to innovative teaching requires new skills and competencies among the staff. Neo and Neo (2001), Beetham and Sharpe (2013) note that as innovative teaching and learning strategies are ushered in, the lecturer evolves into a coach and then a facilitator of learning. Meanwhile, Tyner (2014); Huang, Lin and Huang (2012) indicate that innovative teaching encourages students' active participation as they construct new knowledge. They in this case cease to be blank slates that have to be filled with information from the lecturer, and evolve into analytical, creative, critical and active participants (problem solvers) in the planned learning events.

But for all the above to be realised, staff have to be equipped with the necessary skills and competencies required of online instructors. Research has shown that staff training is a critical component of quality online education as online instructors play different roles from those of traditional class instructors when they teach online courses. Such new roles require training and support (Sammons, 2003; Wingard, 2004).

In addition, Hemmington (2009) observes that it is important that a culture of lifelong learning is created in an institution to avoid staff resistance to development. Indeed, in institutions where a culture of lifelong learning is nurtured, professional development becomes an attitude of mind rather than a mechanism that is imposed on staff. Staff in this case views professional development as a voluntary activity devoid of any external coerciveness.

1.2   CONTEXT OF THE STUDY

In addressing the need for staff development, the University of South Africa (Unisa) put a number of initiatives in place to ensure sustainable staff development. The focus of this research was on Unisa as an ODL institution which is the largest university on the African continent, catering for a third of all higher education students in South Africa. With a headcount of over 300,000 students, including African and international students in 130 countries worldwide (HEQC, 2008), it is one of the world's most comprehensive mega universities. Being a dedicated open distance institution, the university advocates a student-centred learning approach. Such an approach is flexible and enables students to choose what to learn, when they should learn, and where and how they should learn (Unisa, 2005).

The current Unisa is the result of the abolition of a binary distinction between universities and technikons, whereby the old University of South Africa, Technikon South Africa (TSA) and the distance education campus of Vista University were merged into one (Unisa, 2003). It therefore offers courses associated with both technological and traditional universities. Such courses entail combinations of career-orientated courses as offered by a university of technology, and formative academic programmes offered in traditional universities.

With a workforce of about 5,575 staff members, according to Unisa 2011 figures, 33.2% (1,846) of whom are academics, the university boasts of seven colleges that accommodate seven different schools. They include the colleges of Agriculture and Environmental Sciences, Economic and Management Sciences, Human Sciences, Law, Science, Engineering and Technology Education, Accounting Sciences, and the School of Business Leadership (SBL). In addition to the seven colleges and SBL, the university has several bureaus, centres, institutes, museums and units that support academic development and research (HEQC, 2008; CHE, 2009, Unisa 2012).

One big criticism of Unisa when it was a pure correspondence institution was the application of rigid curricula and content, and application of uniform learning strategies to all students (CHE, 2009). However, with the institution's evolution and merger, academics have had to upgrade their skills, update courses more frequently, embrace new instructional methods and technologies and ensure that together with those academics recruited from non-ODL contexts, they all view and conceptualise ODL through the same lens. The university thus acknowledges the need to equip all its academics with skills and knowledge relevant in an ODL context (HEQC, 2008). Such skills and knowledge should ensure flexibility of learning provision, provision of student support and the construction of learning programmes with the expectation that students can succeed (CHE,2009; HEQC, 2008). The university envisages a teaching staff with skills and competencies for the development of instructional/teaching material, organising skills, basic technology skills, knowledge of how other services work, interaction skills, and knowledge of support services (HEQC, 2008).

1.2. 1 Teaching and Learning at Unisa

Due to its merger with Technikon South Africa (TSA) and Vudec, Unisa has evolved away from being a purely correspondence institution to one that makes use of innovative and inclusive methods or practices to facilitate teaching and learning. Such innovations include the development of a web system called myUnisa, the establishment of multi-purpose community centres (MPCC), awarding each registered student a private email (my Life), the use of satellite broadcasting and video conferencing, and encouraging the use of social networks. myUnisa as an innovative tool has not only improved communication between students and lecturers, but also

allows students to access administrative information such as biographical details, academic and assignment records, examination results and dates, and financial statements (Davies, 2011; Naidoo, 2012).

To ensure access to these technologies, Unisa uses multi-purpose community centres (MPCC) – tele centres in rural areas which provide free internet services to all registered Unisa students for academic purposes, and the free, private e-mail (myLife) guarantees confidential communication between the university and the students. Moreover, an initiative in 2013 compelled all departments to implement the e-tutor system, and the university thus has appointed qualified professionals as tutors who regularly interact with students online. While online, the tutors lead the students through aspects of the study material in which students experience difficulties. Such support is meant to ensure that students successfully complete their qualifications (Unisa, 2005).

Teaching at Unisa also occurs in the form of satellite broadcasting. In this regard live or pre-recorded presentation of lectures, tutorials and training programmes are aired to students via television screens at remote venues across South Africa (Naidoo, 2012; Wessels, 2011). Lecturers can also use video conferencing to conduct tutorial classes, oral examinations, group discussions, workshops and scientific demonstrations, interviews and set up meetings. In such cases participants at different sites are able to view and hear each other immediately via video cameras, TV monitors and microphones. Unisa students are also encouraged to use social networks as an academic tool for interacting with lecturers and getting in touch with each other.

Unisa has thus distinguished itself as a comprehensive ODL institution with an inclusive mode of delivery. It subscribes to innovative teaching and learning strategies - strategies that are student-centered. To give expression to its identity as an ODL institution in relation to innovative teaching and learning processes, the university has adopted a team approach to curriculum development in addition to having developed a web technology epitomised by the website "myUnisa" to support ODL in its different facets. Unisa thus attaches great importance to learning flexibility, student support provision and learning programme construction - three of the six elements that characterise the university's approach to student- centeredness. Blackie, Case and

Jawitz (2010) note in this regard that student-centredness dictates that academics pay particular attention to students' learning, refrain from measuring their success by how much the syllabus has been covered but by how much students have actually learned and with what depth of understanding. In addition to believing that the success of its students hugely depends on the successful implementation of innovative teaching and learning processes and the provision of adequate student support, Unisa believes in the contextualisation of best international practice in ODL (HEQC, 2008; Unisa, 2010; Wessel, 2011).

In contextualising best international practices, the university strives to ensure that the various delivery options are used and promotes the autonomy of the students since six out of the seven success factors identified in the Unisa business model depend on the integration of pedagogy and support systems, and on the availability of a sufficient number of appropriately trained staff at different levels (HEQC, 2008).

The institution's aim is therefore to have well trained academics to facilitate innovative teaching and learning, guide students and empower them with the ability to manage and solve real-world or workplace challenges. In the context of Unisa, staff should be able to teach, articulate with precision the relationship between the team approach to curriculum development, online courses and myUnisa, the three most important elements through which Unisa tries to identify itself as an ODL university that subscribes to innovative teaching and learning (HEQC, 2008; Naidoo, 2012).

Much of the literature suggests that student achievement depends on improvement in teachers' knowledge and skills (DEST, 2005). But generally research on staff development in education has mostly focused on teacher development in conventional educational institutions. This has left teachers in ODL struggling with a number of conceptual issues regarding learning facilitation in the virtual environment. This is especially in view of the fact that most ODL teachers were participants in conventional education systems and are drawn from the traditional teaching and learning environments (Littlejohn & Sclater, 1999; Lockwood & Latchem, 2004).

In addition to teaching, academics at Unisa, like their counterparts in conventional institutions, also have to produce, maintain and facilitate research outputs, and ensure that the needs of other colleagues and departments are met. They also have to ensure

that quality standards are implemented in teaching, learning, research and academic citizenship. They also need to be knowledgeable about ODL theories, student support systems, policy and management of ODL institutions, systems that guide practice and processes in an ODL environment, and engage in research activities. All these roles call for professional staff development.

1.2.2 Staff Development Programmes at Unisa

Generally, training at Unisa is done centrally and on departmental level (Ramalibana, 2005). While central training focuses on central organisational needs (e.g. diversity awareness needs, computer courses, induction of new staff members), departmental training restricts itself to departmental needs (Ramalibana, 2005) to ensure job-related training. Each department is allowed to budget between 2-3% of its annual salary budget to plan and fund continuing staff development (HEQC, 2008). The university also encourages staff to attend workshops and conferences for purposes of academic development. However, Ramalibana (2005, p.85) notes that Unisa puts more emphasis on job-related training and has "no guidelines as to how to address personal development requests (of employees).*"*

As an ODL institution, Unisa emphasises the importance of staff development as proved by the "Grow-Your-Own Timber strategic plan". The strategy that was developed in 2006 entailed appointing postgraduate research assistants to be developed and later appointed as Unisa staff (HEQC, 2008). The university thus encourages and supports academic staff development through induction programmes, workshops, seminars and research support structures (HEQC, 2008). Through informal training programmes in the form of workshops and seminars, the directorates for curriculum and learning development (DCLD) and tutorial services, discussion classes and work-integrated learning (TSDL) provide training for academic staff and tutors. Through the flagship research project, the College of Science, Engineering and Technology (CSET) organises seminars designed to enhance innovative and scientific knowledge in science engineering and technology (SET) in the context of ODL.

With the development of new ODL practices and trends in higher education, and the constant change in delivery methods due to the development of internet-based

information technologies (Jung,2005; UNESCO, 2002), Unisa has now completely evolved away from the correspondence and multimedia models (also called first and second generation ODL) of teaching delivery to interactive teaching and learning approaches as dictated by the tele-,flexible and intelligent learning models, also known as third, fourth and fifth generation ODL. Currently, as noted by Naidoo (2012), teaching approaches at Unisa spin across all five ODL generations.

It was against this background that in 2010 Unisa tasked a number of ODL task teams to investigate various aspects of open learning in distance education, including innovative teaching and learning. In June 2010, a recommendation was made to the Unisa Senate by the Tuition and Learner Support Committee (STLSC) that all academic staff at Unisa should undergo mandatory professional development in the comprehensive use of virtual learning environments (VLEs), including e-learning. A proposed training model, based on the University of Leicester Carpe Diem model, was prepared and presented to DCLD members in February 2011. It was later revised and submitted to the STLSC on 28 March 2011 to be used as a framework to guide professional development. Though informed by the University of Leicester Carpe Diem model, the new Unisa model (dubbed the VLE training model) had to be adapted to the Unisa context to ensure learner-centred e-learning design and assessment, institutional capacity-building and innovation (Unisa, 2011).

The model was premised on the realisation that all Unisa academics needed skills and competencies required of online teachers and needed to ensure the success of myUnisa as a tool that supports teaching and learning in the Unisa educational context. The model was also premised on the fact that all Unisa academics required the skills to operate electronic technologies that included designing online activities, discussion forums, and use of external resources, multi-media, wikis and blogs (Unisa 2011).

Built on the premises that online and technology-enabled learning was no longer a side line focus in Higher Education (HE), and that technology-assisted learning was fast growing (Herman,2012), the Carpe Diem model argues for the transformation of staff teaching practices through staff development to support digital and student-centred learning. Developed by Gilly Salmon, an esteemed e-learning researcher from

the UK, the model is collaborative and team-based. Embedded in sound pedagogical research, the Carpe Diem is also an online learning design process that emerged out of research and prototyping (Salmon & Wright, 2013). It is a combination of two models developed from creative processes of agility development and story boarding and the 5-stage model of e-tivities and e-moderating (Hummel & Rosenkranz, 2013; Recep Okur & Gumus, 2010; Salmon, 2000; Salmon, 2002; Salmon, 2011; 2013).

The model structures the process of training over a period of two-day workshops; but the deliverables from the work shop to the students should take a minimum of two weeks and a maximum of a month or two. During the training, academics are urged to use every moment designing programmes or activities that could be used immediately by the participants (Salmon, 2013).

The Cape Dieme model as a staff development framework focuses on training staff to design specific units of a subject. It ensures relevant and authentic experiences for the participants (Salmon, 2011). The participants are rapidly guided through a design and prototyping process by an experienced facilitator. The facilitator constantly invites them to think differently about teaching and to incorporate the available technology into their learning design. It is envisaged that by the end of two days academics will have completed building a module online with a supportive action plan(Salmon, 2011; 2013) It is important that during the training, the facilitator solicits and makes use of appropriate participants' inputs and takes cognizance of the pedagogical challenges that may have been identified by the course team. This means that the facilitator should not only be knowledgeable but also passionate about training. He/she should be in position of challenging participants' established notions whilst giving new perspectives in technology enhanced learning design and assessment. He / she should also be able to offer all the participants opportunities to pilot their online courses in addition to serving as a consultant for technology enhanced teaching and learning within the institution (Salmon & Wright, 2013; Salmon, 2013; Salmon, 2011).

Figure 1.1 shows Unisa's the virtual learning environment (VLE) training model as informed by the Carpe Diem model.

Figure 1.1: VLE training model
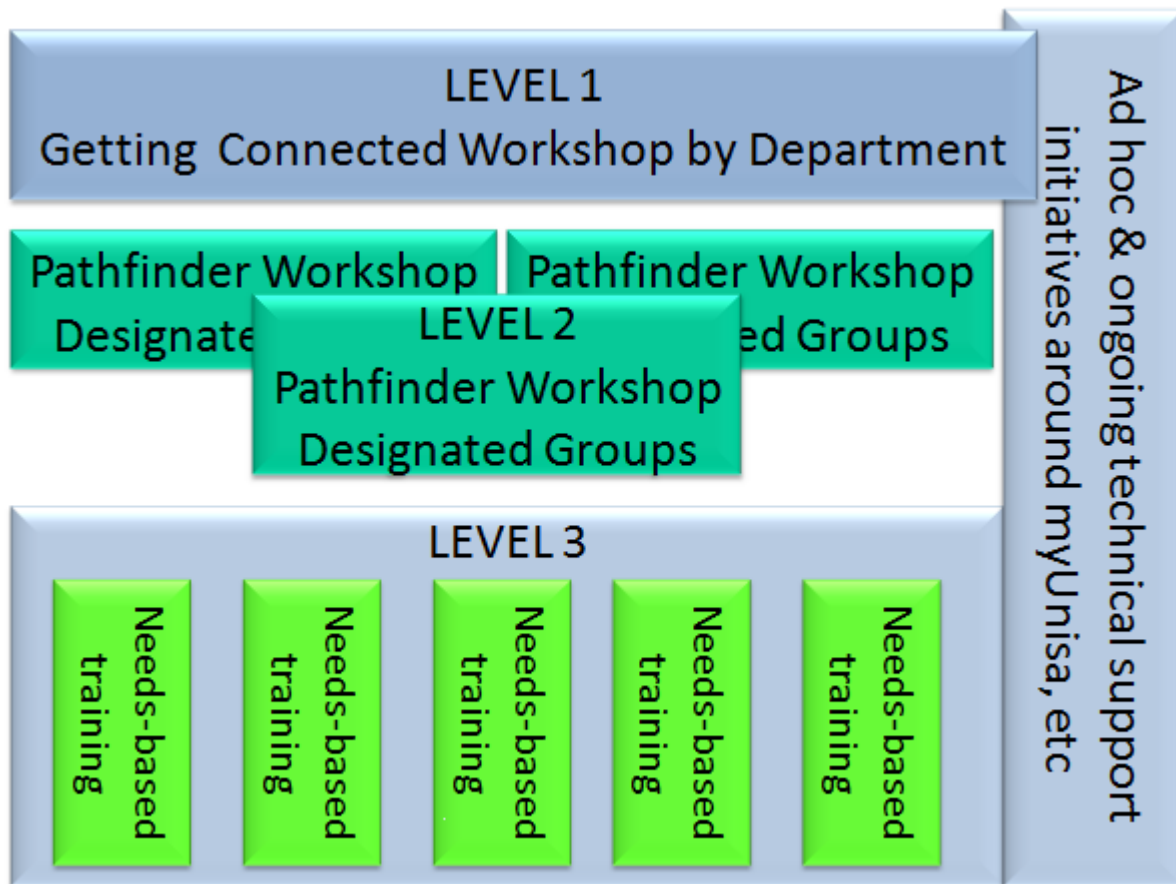
As reflected in the model, training was structured to take place at three levels. The first level (getting connected) was arranged for academic departments and aimed at creating awareness of how beliefs about learning have changed. Academics were consequently sensitised to the fact that changes in beliefs about learning demand a new approach to teaching and learning. During the level 1 sessions, participating academics were introduced to technology-supported environments, exploring how knowledge in such environments is presented and how teachers and students interacted. Through interactions and collaboration among the trainees, the training

sessions were designed to foster a shared vision of teaching and learning in their subject areas and their department for the future (CPD, 2010).

Level 2 was planned for small groups of academics who were working on specific online courses, learning programmes or qualifications. At this level, the participating academics actively participated not only in planning a blueprint of one of their modules, but also creating a storyboard and building a prototype on myUnisa. The participants' shared vision and intentions as formulated at level 1 fed into the blueprint, storyboard and prototype that were being developed at this level. The level was dubbed the pathfinders' level. The purpose of the pathfinder sessions was to introduce the academics to an approach to planning their modules for online delivery. Through pathfinder sessions academics were exposed to authentic learning experiences as they worked their modules into an online environment.

Academics who had specific training needs were attended to at level 3. This is a level that focused on specific training for groups from the pathfinder who had additional needs. Skills and knowledge required for the use of audio and video, effective use of online text, online assessment alternatives, the use and integration of resources were harnessed at this level.

Unisa held the view that as academics' needs arose and as technologies evolved, additional clusters of support would be developed. The assumption was that more clusters to support professional development would be needed. But in addition to the three levels as reflected in the model, there was ongoing myUnisa support throughout the university. Secondly, it was assumed that all participating academics had certain basic computer literacy skills (CPD, 2010).

Guided by the VLE training model, Unisa embarked on a massive training intervention of all its academics in 2011 to equip them with the required skills and knowledge for online teaching. It is the experiences and views of the participants in this training intervention that the researcher sought to establish in this study (CPD, 2010).

1.3   PROBLEM STATEMENT

Students' and academics' engagement with technology in ODL is determined by the Draft White Paper on e-education in South Africa as issued by the Department of Education (Department of Education, 2003). The paper recommends that e-learning should become a "mainstream activity" in higher education institutions (HEI); a recommendation that is in line with the Department of Education's (2004) development plans of reaching the millennium goal of "education for all by 2020".

But in spite of the policy structures initiated by the higher education innovators, Salmon (2005) notes that real e-learning development beyond projects has so far been modest. In line with Childs, Blenkinsopp and Walton (2005); Isabirye and Dlodlo (2014), Mclaughlin (2014), Schnecknberg (2009) and Salmon (2005), note that most institutions are still struggling to engage a significant percentage of students and staff on e-learning platforms. Notwithstanding this fact, the few academics that are passionate about using technology in teaching are not appropriately trained and directed toward pedagogical innovation nor are they self-motivated to bring about radical changes in learning delivery through e-learning. Consequently few academics understand what e-learning is, how it works and how it can be implemented (Isabirye & Dlodlo, 2014; Mclaughlin, 2014; McPherson & Nunes, 2008; Nicholas, 2008) to produce autonomous and reflective e-learners as envisaged by the student-centeredness teaching approach (Beheler, 2009).

Therefore the question of training, and using an appropriate framework to train ODL academics to acquire the relevant skills and knowledge to design, coordinate and implement appropriate ODL academic teaching and learning programmes, including e-learning, merits investigation. This study is designed to explore staff development experiences of the Unisa academic staff with the aim of constructing a framework that could guide staff development in ODL.

1.4 OBJECTIVES OF THE STUDY

The study was broadly structured to explore and describe professional development experiences of the Unisa academics and their views with regard to the staff development programmes that are geared towards empowering them with the knowledge and skills they need to teach online. To this end, the study was structured to:

- explore and describe experiences of the academic staff who are undergoing training for teaching online;
- investigate how staff members have been capacitated to facilitate online teaching and learning;
- explore the extent to which staff development has enabled Unisa academics to teach online;
- identify the essential components of a staff development programme; and
- analyse different staff development frameworks with the aim of formulating a framework that could guide staff development for innovative teaching and learning in the Unisa context.

1.5   RESEARCH QUESTIONS

The research questions investigated in this study are as follows:

- What are the experiences of the Unisa academics with regard to staff development specifically for teaching online?
- To what extent has staff development enabled the Unisa academics to teach online?
- What are the essential components of an effective staff development programme?

1.6   RESEARCH DESIGN AND METHODS OF ENQUIRY

To achieve the objectives of the study, a qualitative research design of a phenomenological genre was used (see chapter 4 and 5). The use of phenomenology implies that the researcher believed that accessing the academics' experiences of staff

development could only be well done via detailed descriptions that could only be solicited through phenomenological methods. According to Pollio, Henley and Thompson (1997), phenomenology as a form of inquiry enables the researcher to explore human experiences by examining relationships between individuals and the world they live in. This enables the researcher to obtain a rigorous description of a person's experience, shedding enough light on how a phenomenon is perceived or experienced. Thus, in this case, the researcher explored the academics' experiences to understand better how such experiences enabled them to teach innovatively and how this could be used in conjunction with the explored literature and models of staff development to formulate a framework that would guide staff development at Unisa. Thus using phenomenological methods, participants' perspectives and experiences, and the meanings they attached to staff development were explored (Mertens, 2005). The researcher was not only able to examine the academics' staff development experiences as a whole (Forinash & Grock, 2004) but was also able to make accurate descriptions of the experiences while not being bound to any pre-given frameworks (Groennewald, 2004).

Data was collected from a purposively selected sample of six academics using phenomenological interviews. The process entailed getting acquainted with the participants, actual interviewing, audio-recording and transcription of the interviews. The transcribed interviews were then analysed according to Giorgi's phenomenological approach (Giorgi, 1986; 1989; 2009).   This approach entailed getting a global sense of what the respondents had said, delineating the transcribed interviews into meaning units, regrouping the units into clusters of meaning units before transforming them into descriptive expressions and synthesising them into general descriptions. The general descriptions reflected the academics' experiences (Giorgi & Giorgi, 2003, 2009). Since this was phenomenological study, data was further explained using Van Manen (1990) existential themes that run across individuals' lifeworlds. These themes include lived space; lived time; lived body; and lived human relations.

The argument in this thesis is that if well designed and conducted, professional development will equip ODL academics with the required skills and knowledge to teach innovatively. What the above observations imply is that educational institutions

should always aim at developing effective professional development programmes. Such programmes should be comprehensive and support educators' continual learning in addition to improving the lecturers' ability to improve student achievement (Leu & Ginsburg, 2011). Furthermore, the programme should be aligned with the institution's vision and mission.

1.7   SIGNIFICANCE OF THE STUDY

The study will contribute insights regarding staff development at Unisa, showing how, with the use of appropriate staff development programmes, lecturers' knowledge, attitudes and skills may be altered to improve teaching and learning. It is envisaged that the research findings and recommendations may be used as guidelines for the implementation of best practices in staff development in ODL. This is bound to contribute to the fulfilment of Unisa's 2015 strategic plan. The plan is structured to ensure staff effectiveness, efficiency, quality education and capacity development in ODL practices. Quality education will no doubt positively impact on Unisa's throughput rate, and thus ensure that the university's graduates meet the rapidly changing needs of the South African and global job market.

1.8   OUTLINE OF THE THESIS

This chapter is an introductory chapter, giving the background and context of the study, providing a statement of the problem, stating the objectives of the study and the research questions.

Chapter 2 presents a literature review on professional development describing the essential elements of effective staff development programmes.Chapter 3 gives a detailed description of three models that could be used to guide the development of a staff development framework.

Chapter 4 is a methodology chapter that describes the setting of the study, indicates and justifies the research design and methods used to collect and analyse the data.

Chapter 5 gives a detailed phenomenological analysis.

Chapter 6 provides the research findings and discussion.

Chapter 7 the developed staff development framework.

Chapter 7 discusses the staff development framework as constructed from the literature, respondents' experiences and the explored models. The chapter concludes with a summary of the study, conclusions and recommendations.

1.9 SYNTHESIS

This introductory chapter described the background and context of the study, as well as its objectives. The prominent role being assumed by ODL institutions with regard to equipping individuals with vital skills and competencies is discussed in the introduction in addition to describing how the communication technologies (epitomised by the internet and the World Wide Web) have pedagogical implications for ODL academics, compelling academic staff and students to adopt innovative teaching and learning methods. It was indicated that the evolution of ODL and the use of new technologies like the Internet to bridge the distance between lecturers and students are driving ODL institutions to equip their academic staff with the necessary skills through staff development. The researcher also indicated that this qualitative inquiry was structured to explore academics' staff development experiences at Unisa, an ODL institution. The researcher pointed out that the findings from the study may lead to the formulation of a framework to guide staff development programmes for innovative teaching and learning at Unisa. In this chapter the problem was contextualised. The objectives, problem statement, research questions and rationale for the study were stated. The research design and methods used in the inquiry were also briefly explain.

CHAPTER 2
STAFF DEVELOPMENT FOR INNOVATIVE TEACHING AND LEARNING

2.1 INTRODUCTION

The aim of this chapter is to explore studies in staff development for innovative teaching in order to identify the essential components of staff development progarmmes. This was done through exploring literature pertaining to staff development and justifying the need to train ODL teachers. But first, a comprehensive definition of staff development is given; conceptualizing it as any orderly effort to positively change professional practices and beliefs towards an articulated end. This is followed by an examination of the principles of staff development; indicating that the principles of ownership and lifelong learning are essential for the effectiveness of a staff development programme. The role of institutional leadership role in supporting staff development is highlighted before the need for staff development in ODL is argued. The spotlight of the chapter then shifts to the nature of staff development programmes and the importance of addressing staff needs. It is t argued in this chapter that effective staff development programmes do not only address the needs of the staff but also take into cognisance the roles and competencies required of them to work effectively in an ODL environment. In arguing the need for staff development of ODL teachers, the chapter indicates that it broadens and deepens their knowledge and expertise for effective performance as they make use of the new ODL technologies. In exploring the literature pertaining to the different staff development initiatives in ODL, the chapter does not only identify the gaps in the literature but also indicates the variations of staff development programmes in terms of their structure, focus and flexibility from institution to institution. Based on this realisation, the need for a common framework to guide staff development in ODL is advanced.

2.2 STAFF DEVELOPMENT DEFINED

The term "staff development" has been defined from different angles by different writers. While Leu and Ginsburg (2011) conceptualise it as in-service training, professional growth, continuing education, on-the-job training, human resource development and staff improvement, Desimone (2009) views it in terms of any

processes designed to improve job-related knowledge, skills or attitudes for the staff. It therefore refers to enhancing organisational improvement to achieve personal maximum growth for the involved staff and creating a conducive environment for effective change in an institution. According to the National Staff Development Council (NSDC) (2010) and Evans (2010), staff development refers to the direct and indirect total of learning experiences available to professionals. Ultimately it is concerned with positive changes in peoples' knowledge, behaviour, understanding and attitudes. While aligning with the views of the above authors, Telg, Lundy, Irani, Bielema, Dooley, Anderson, and Raulerson (2005) and Swanepoel, Erasmus, Van Wyk and Schenk (2003) have introduced the element of orderliness into the definition and conceptualise it as any systematic attempt to positively change professional practices and beliefs towards an articulated end.

But staff development can also be conceptualised as continuous maintenance and enhancement of an employee's knowledge, expertise and competence to ensure that organisational and professional needs of employees are met. Professional development therefore entails all those activities that are designed to bring about and maintain employees' professional competence while at the same time promoting effective work performance (Swanepoel, et al 2003; Telg et al. 2005). In some cases, staff development is referred to as professional development. However, authors do acknowledge that there is very little difference between the two terms as they both overlap. Professional development tend to focus on activities that are designed to enhance professional knowledge, skills and expertise while staff development consists of a broad range of activities (Swanepoel, et al 2003; Telg et al. 2005; Colins, 2009; Evans, 2010; Leu & Ginsburg, 2011).

Through staff development, individuals maintain the quality and relevance of their professional services throughout their working lives. In this study, the term, staff development is used to denote all organised activities that are designed to enable ODL teachers to create and maintain knowledge, expertise, professional competence, effective performance and competence to perform their current and future jobs effectively for the benefit of the students, the institution and themselves.

It is important at this moment to make a distinction between staff development and training. While training confines itself to the current job, development focuses on both the current job and future jobs. Furthermore, while training focuses on an individual employee, development focuses on the entire work group or organisation (Mankin, 2009; Grobler, Warnich, Carrell, Elbert & Hatfield, 2011). Training is also job specific. It deals with specific performance gaps while development addresses employees' skills and versatility. Training is structured to address an organisation's immediate needs while development addresses long-term requirements (Mankin, 2009). From this observation it can be seen that training is used to ensure fairly quick improvement in employees' performance while development is planned to achieve overall enrichment of the organisation's human resources (see Table 2.1). In this investigation, training is nevertheless considered as part and parcel of staff development. As Gibbs and Coffey (2004) observe, the term "training" in a university context entails the use of sophisticated processes underpinned by theoretical models of staff development.

Table 2.1: Differences between training and development

	TRAINING	DEVELOPMENT
Focus	Current job	Current and future jobs
Scope	Individual employees	Work group or organization
Timeframe	Immediate	Long term
Goal	Fix current skill deficit	Prepare for future work demands

Despite the semantics used by the different authors in defining staff development, the eventual objective of staff development is to ensure long-term tangible benefits for both the staff, the students and the university. According to Desimone (2009) and NSDC (2010), the purpose of staff development is to ensure that ongoing programmes improve job-related skills and enhance personal growth of staff members. In the case of educational institutions, staff development ensures that teachers are given meaningful opportunities to upgrade and keep abreast with the changes as they unfold in practice. This assertion is consistent with the results of a survey conducted by the National Center for Education, Disability, and Juvenile Systems in America. When

asked what training opportunities were important to them, the involved educators pointed at those opportunities that kept them on a par with the changing student needs and new laws. They also wanted educational experiences through which they would gain information about new instructional strategies (Mathur, Clark & Schoenfeld, 2009). Indeed, justifying the necessity of staff development, Desimone (2009) indicates that this is essential in light of the increased knowledge base regarding teaching methods and what has to be learnt, the social complexities in which educational institutions exist and the constant need for self-renewal. Staff development is also aimed at creating an institutional environment in which achieving effective teaching becomes a continuous phenomenon.

With regard to the above discussion, it can be asserted that staff development aims at maintaining, and continuously broadening and deepening employees' knowledge and expertise to enable their effective performance in changing circumstances. Depending on the organisation or institution, the role of the individual and the stage in his/her career, the nature and form of staff development will vary. It may take the form of updating and broadening of knowledge and skills, to reflection on experience and preparation for changing roles.

Owing to the fact that all these terms, professional development, staff development and training focus on improving academics' skills, knowledge and competencies; they will be used interchangeably in this study. However, they will all mean staff development as a term that tends to deal with broader issues relevant to the profession as whole.

2.3   PRINCIPLES OF STAFF DEVELOPMENT

If staff development has to achieve its expected purpose, it has to be based on sound principles. Programme organisers, facilitators and the academic staff who are to undergo development should be familiar and well versed with such principles. These principles are discussed in the sections that follow.

2.3.1 Ownership and Inclusiveness

It is vital that participants in staff development programmes perceive such programmes as their own and that they are designed for their benefit (Dill & Helm, 1998; Leu & Ginsburg, 2011; Isabirye & Moloi, 2013). This means that university management should not impose any development programmes on the academics. Inclusiveness in the context of a higher ODL institution also implies that none of the academic staff should be excluded from the opportunity of developing themselves. It is critical that staff development is considered as a right for all academics.

Apart from including academics as part of the participants in the development programmes, it is also vital that they are consulted on any proposed new developments and initiatives regarding staff development and development plans. Matters concerning major staff development projects in the institution, planned delivery methods, relationship between student satisfaction and retention with staff development should all be communicated to the academic staff (Gillies & Le Czel, 2006; Barrow, Boyle, Ginsburg, Leu, Pier & Price-Rom, 2007). One major advantage of involving academics in the decision-making is that they eventually develop the perception that the programme belongs to them. Leu and Ginsburg (2011) note that lecturers' involvement in planning, structuring and identifying the content of staff development programmes ensures that their needs and their students' needs are addressed. It is such involvement that promotes their ownership of and support for the programmes and is thus a major recipe for its success.

2.3.2. Lifelong Learning

For learning to occur throughout one's life, professional development cannot be envisioned as a finite process (Collins, 2009; Candy, 1996). This means that successful professional development should be a continuum of learning that starts with induction, continuing into mentoring, coaching and other activities designed for their career-long professional development (Leu & Ginsburg, 2011). Conceptualisation of professional development as a lifelong process means that participants are continuously supported and supervised, stimulated and empowered in a manner that enables them to incorporate knowledge, skills, values and understanding to enhance

innovative teaching and learning. Individual staff members are also encouraged to be responsible for their own development and to think in terms of continuous professional development (Collins, 2009; Leu & Ginsburg, 2011).

It is important to note that the success of a programme in any institution partly depends on the culture of that particular institution (Hemmington, 2009). Therefore, apart from the need for a culture of lifelong learning, learning programmes will only succeed if supported by the general culture of the institution. Hemmington (2009) notes that institutional culture is characterised by complex sets of values and beliefs among the staff. The success of staff development will thus depend on the presence of an enabling culture. This is a culture that values the individual and encourages professional development to transform and enhance job satisfaction.

2.4   ROLE OF LEADERSHIP IN SUPPORTING STAFF DEVELOPMENT

For successful continuous academic staff development, university management needs to support a culture that promotes staff professional development (Stuart, Mills, & Remus, 2009). As a way of supporting a staff development culture, the university needs to provide the necessary resources that are made available to all staff within the institution. Such resources should include a staff development budget which is divided between departments on an annual basis, advice to faculties on an appropriate level of staff development funding, support and guidance for all staff (through their line manager) within the faculty/department, provision of developmental training activities, support and guidance for all staff by the university's development and training section, provision of IT training by the university's ICT services, and provision of safety training by the occupational health and safety section (Taylor & McQuiggan , 2008; Stuart et al, 2009;Nicholls, 2014).

As leaders in the institution, managers should be the champions of professional development (Stuart, Mills, & Remus, 2009; Nicholls, 2014). In this regard they play a leading role not only in the establishment of the general culture of the institution, but also in influencing the staff's attitudes towards professional development (Lockwood, 1996; Kogan, 1999; Hemmington, 1999). It is important that line managers and senior managers also take part in equivalent or joint continuous professional development

programmes, for when learning enthusiasm is exhibited at the top it can easily cascade down through to the staff below (Stuart et al, 2009). Referring specifically to the role of school leaders in the implementation of new innovations in schools, Stuart et al (2009) assert that leadership behaviours of senior manager play an important role. They do not only determine the success or failure of ICT implementation, but also encourage staff to participate in development to acquire the relevant ICT skills.

Managerial participation thus enables line managers to exercise instructional leadership and empowers them to give guidance and pedagogical support to the lecturers within their departments (Stuart et al, 2009; Nicholls, 2014). For example, in a study that investigated the factors that impeded academics from using innovative teaching strategies at a university of technology, Isabirye and Dlodlo (2014) noted the need for institutional leadership to craft and implement policies that support academics' learning. In line with Isabirye and Dlodlo (2014), Powell (2011) and Stuart et al (2009), contend that successful implementation of an innovation in any organization, educational institutions included, require strong leadership. Such leadership should be charismatic and should fully support the implementation of the innovation.

As stakeholders in training and learning interventions, managers and senior managers should work together on issues regarding the allocation of a budget for staff development, number of academics to be developed at a time, methods to be used for development, and perceived needs and contingencies (Society for Research into Higher Education, 2003). Furthermore, senior managers should be able to execute the following duties:

- Plan long-term training interventions;
- Support and guide managers in their decision making concerning issues such as allocation of resources at an individual or team level;
- Make appropriate choices for the development of their staff;
- Evaluate the effectiveness of staff development in their teams;
- Ensure that managers can perform their function by allowing time for them to carry out their duties as managers of staff development; and

- Ensure support and guidance for appropriate management development (Major & Dolly, 2003; Gillies & Le Czel, 2006; Hemmings & Hill, 2009; Isabirye & Moloi, 2013; Hemmings, Hill & Sharp; 2013).

Meanwhile, as they execute their duties, managers should be conversant with the implications of any changes they introduce. Like their seniors, managers should also bring the academic staff in their departments on board (Society for Research into Higher Education, 2003). They should, for instance, aim for a shared understanding with their staff. This means that all matters concerning staff development are discussed and agreed upon by all their staff. It is thus important that before any lecturer is exposed to any learning experiences, the manager:

- discusses and agrees with the individual lecturer on the lecturer's development plan and their a range of learning opportunities;
- discusses with the individual lecturer in advance the purpose and potential outcomes of any development activity;
- evaluates the potential outcomes of the learning activity and gives feedback to staff; and
- discusses criteria for seeking qualification sponsorship, both internally and externally (Kogan, 1999; Barrow et al., 2007; Leu & Ginsburg, 2011).

One of the factors motivating some faculty members to become involved as distance education and learning instructors is the availability of support services. Depending on the resources available and the size of the distance staff component, support services may include a student assistant, help with uploading course materials, the creation of online quizzes, development of graphics, the provision of test invigilators, and much more (Clay, 1999; Yang & Cornelious, 2005; ; Shea, 2007; Powell, 2011; Graham, Woodfield & Harrison, 2013). According to Graham et al (2013) management should put in place the strategy, the structures and the needed support to ensure that academics acquire the relevant skills to implement the innovation. Hunter and Austin (2004) argue that when university management provide enough support in a professional environment that uses technology to supplement the traditional teaching roles, lecturers are allowed time to generate new skills. This implies that the success

of staff development programmes depends on the support they receive from management and the institutions' leadership (Clay, 1999; Graham et al., 2013; Isabirye & Moloi, 2013; Isabirye & Dlodlo, 2014).

University support to the staff development interventions could also come in form of management ensuring implementation of effective human resource practices that include performance management (Hong, Hao, Kumar, Ramendran & Kadiresan, 2012). According to Ter Bogt and Scapens (2012) measurement of research and teaching performance has increasingly become common in universities. Because performance measurement in universities has traditionally played a developmental role (Ter Bogt & Scapens, 2012), it is important that university senior management ensures that performance management sessions for all the academics under their control are carried out. During the process deviations in performance are identified. Staff are then given feedback to enable them to identify their weaknesses which are then addressed. Giving both positive and constructive feedback helps create a university culture of continuous improvement (Lockwood, 1996; Kogan, 1999; Mosoge and Pilane, 2014).

In the context of this study therefore, the concept performance management denotes management's " collection of numerical values according to specific rules and procedures", which are applied to the evaluation of behavioural lecturers' characteristics and work outputs to establish the extent of deviation (if any) from required performance standards (Liebenberg, 2004, p. 292). The performance management in this context is viewed as developmental and therefore addressed through staff development interventions. This means that performance management is structured to create and support conditions under which high quality teaching and learning can take place. Its implementation involves the execution of the management tasks of planning, organising, guiding and controlling with respect to the performance of teaching and learning activities. Consequently teachers are capacitated to attain and exceed goals and standards set (Hong, Hao, Kumar, Ramendran & Kadiresan, 2012; Mosoge & Pilane, 2014) through staff development interventions. If it has to achieve the purposes for which it is designed, Mosoge and Pilane (2014) note that it has to be carried out throughout the year to prepare teachers for the inevitable performance evaluation and measurement.

There is also a need to determine the type of incentives that would inspire academics to participate in such programmes. According to Taylor and McQuiggan (2008), inability to address issues pertaining to reward could be a recipe for poor staff development programmes. Academic staff in ODL teaching could quickly lose motivation due to a lack of proper reward systems. Although stipends for greater class loads and release time may greatly be welcomed, staff may also be motivated by administrative support, funds to attend related conferences, and formal and informal recognition through newsletters, e-mails, and awards.

In addition, university management could further support staff development by giving monetary assistance to staff in terms of course fees, travel and subsistence allowances where this is required (Garrison & Kanuka, 2004; Shea, 2007). At the University of Califonia (UOC), for example, non-senate faculty are awarded monetary incentives to enhance their effectiveness in professional and pedagogical areas (University of Califonia, 2013). Furthermore, in cases where faculty may require temporary replacement due to the attendance of courses, examinations, or sabbatical leave, the university substitutes personnel. It is also vital that staff members' academic achievements are acknowledged and celebrated. Meanwhile experienced staff members with extended professional development could also be made use of by way of circulating information on available courses, bursaries, job-sharing opportunities and mentoring inexperienced faculty. For instance, the University of St Andrews' mentoring scheme assigns every newly appointed lecturer a mentor who ensures that the lecturer is developed in the relevant areas (University of St Andrews, 2013).

2.5 THE NEED FOR STAFF DEVELOPMENT IN OPEN DISTANCE LEARNING (ODL) INSTITUTIONS

Over time, staff development in education has assumed so much importance that it is now recognised as one of the major agents of educational change and increased student achievements (Bissaker, 2001). Several authors (Leu & Ginsburg, 2011; Bissaker, 2001; DEST, 2005; Ewing, 2002) believe that there is a "symbiotic relationship" between staff development and school improvement. This section

explores the need for staff development in ODL: first the concept of ODL is defined and then the characteristics of ODL institutions are explained.

2.5.1 ODL defined

As a concept, ODL has been used as synonymous to terms like distance education, correspondence education, home study, independent study, external study, off-campus study, open learning, open education and flexible learning, thus signifying teaching and learning from a distance. Moreover, ODL is commonly referred to as either open learning or distance learning (Sharma, 2007; Mohakud, Mohapatra & Behera, 2012). While distance education refers to the type of education where students and teachers are separated by space and time, open learning implies eradication of many of the hindrances to education (Mohakud et al., 2012). According to Koul (2000), open learning implies that education is open and accessible to individuals who would otherwise not be able to access education.

Mohakud et al. (2012) observe that the two terms "open learning" and "distance learning" are now used interchangeably to denote the unified concept ODL with its salient characteristics of flexibility and democratisation of education. ODL therefore is a flexible mode of education because it accords students choices in terms of media to be used in learning, place of study, pace of study and support mechanisms. It is democratic in the sense that it also allows room for working professionals and those who do not have access to conventional universities to update their skills and knowledge.

As an ODL institution, Unisa has also included its own definition of ODL in its policy. It conceptualises ODL as a multi-dimensional system that is designed to bridge the time, geographical and transactional distance between the students and the institution, the lecturers, courseware and their peers. At the centre of the university's ODL framework are the students - they are progressively guided to take responsibility for their learning and research in environments that support active and independent learning, in addition to critical thinking (Unisa, 2010).

The following definition by Maxwell (1995, p.43) aptly captures the meaning of ODL:

Open learning is defined as a student-centered approach to education that removes all barriers to access while providing a high degree of learner autonomy. Distance education refers to a mode of delivering a course of study in which the majority of communication between teachers and students occurs none contiguously, and the two-way communication between teacher and student necessary for the educational process is technologically mediated. Distance education may or may not be based on open-learning ideals.

This definition of ODL is illustrated in Figure 2.1.

Figure 2.1: ODL
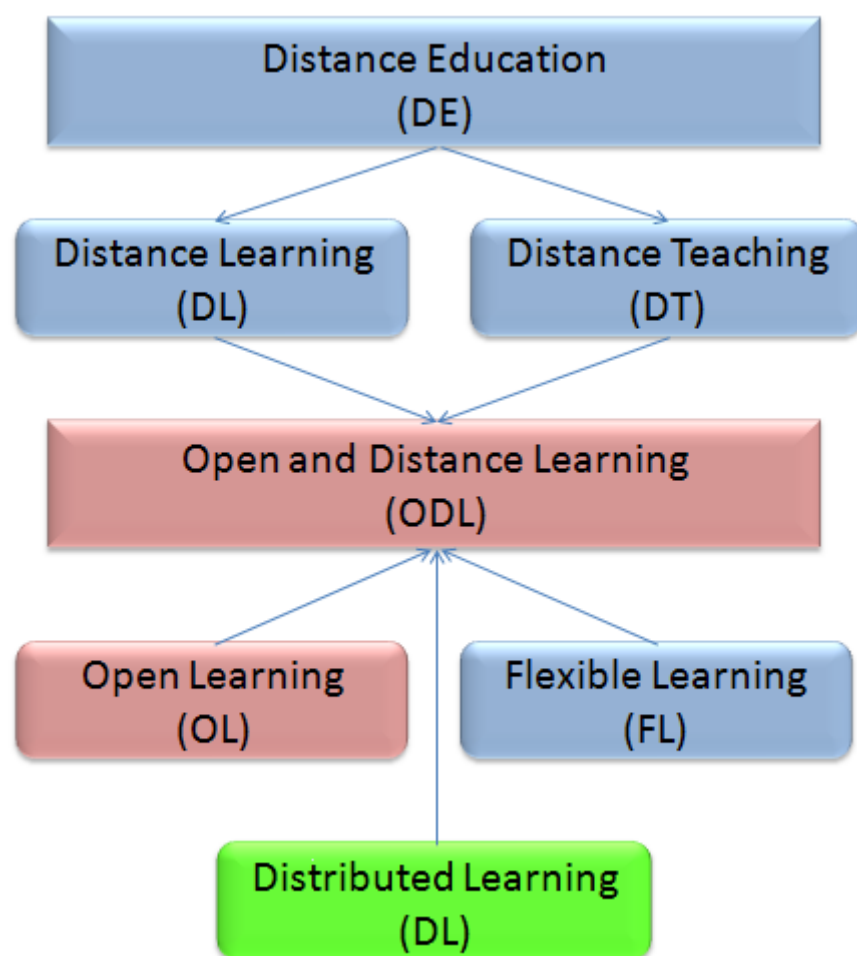
Source: Mohakud, Mohapatra & Behera (2012, p. 361)

2.5.2 Characteristics and Generations of ODL

ODL has over the years evolved through different phases; each phase exhibiting a number of characteristics and calling for different skills and knowledge of the ODL teacher. For many years, technology has defined the generations of distance education. According to Peters (1994), the first generation of ODL was mainly characterised by the use of written and printed texts that was delivered to students via postal services. In that era, Aoki (2012) notes that interaction between teachers and students was usually limited to correspondence where tutorial letters were sent to students who in turn mailed their assignments for assessment purposes. The ODL teacher would then mark and provide detailed feedback to the student before mailing it back. The correspondence generation was followed by what some authors have referred to as the "industrial mode" or second-generation mode (Taylor, 2001). In addition to print media, radio and television were also used as instructional media during this period (Taylor, 2001; Aoki, 2012). Learning programmes were broadcast to thousands of students and satellite televisions were used in university settings. Teacher-student interaction took place through postal mail, telephone, facsimile, and electronic mail, face-to-face contact, teleconferencing or video conferencing, but such interaction was not designed for the students' full interaction.

The use of information and communication technologies (ICT) and the Web 1.0 paved a way for computer assisted learning that enhanced students' interaction with content and this marked the third generation of ODL (Aoki, 2012). Taylor (2001) refers to this as the tele-learning model of ODL and notes that it is based on applications of telecommunication technologies to provide opportunities for synchronous communication. The fourth generation which was brought in by the incorporation of Web 2.0 technologies was characterised by interactivity (Taylor, 2001). During this era, students did not only interact with learning content through interactive multimedia learning materials in CD-ROM mode, but also interacted with their teachers and their peers on the Web (Sherron & Boettcher, 1997; Aoki, 2012). This is a generation that is characterised by flexible learning that is delivered on line via the Internet.

Apart from the four generations explained above, Taylor (2001) and Aoki (2012) note that currently there is a new, emerging generation of ODL. Though not completely

divorced from the other generations, as was the case in the fourth generation, the new generation emphasises interactivity between teachers and students and among students themselves; but in this new emerging generation, social media play a crucial role in transforming learning experiences. The fifth generation uses the Web 3.0 which was developed in the information age that assumes access to networked technologies (Anderson & Dron, 2011).

While several authors (Sherron & Boettcher, 1997; Taylor, 2001; Aoki, 2012) have examined and classified ODL based on technologies, Anderson and Dron (2011) classified it in terms of the dominant pedagogy and identified three generations of ODL pedagogy, namely the cognitive-behaviourist pedagogy as the first generation, the social-constructivist pedagogy as the second generation, and the connectivist pedagogy as the third generation. By placing the student at the centre, connectivist pedagogy is crafted upon the constructivist model of teaching (Anderson & Dron, 2011). Whereas the social-constructivist pedagogy focuses more on learning instead of teaching, and emphasises student-teacher and student-student interaction to enhance learning, the cognitive-behaviourist pedagogy is characterised by the belief that learning is due to some behavioural changes as a result of some learning stimuli (Anderson & Dron, 2011).

It is therefore important to note that for each generation, different types of knowledge, learning and contexts must be applied. It is against this background that this study argues that through training, ODL teachers should be empowered to use the best mix of both pedagogy and technology. In all the three generations the teacher, student and content remain the major actors; and each generation exhibits specific characteristics with regard to the use of technology, learning activities, learner and content granularity (type/components), methods of evaluation, teacher role and scalability (adaptability) (Anderson & Dron, 2011).

Whether ODL is classified into generations in terms of its dominant technology and its dominant pedagogy, training of staff is essential in order to ensure that they know how to use the new technologies and the relevant teaching methods. Aoki (2012) notes that dominant technologies or pedagogy in one generation do not go away when the technologies in the next generation arrive as they are just an addition. For instance, in

spite of the use of the internet and other media today, printed materials still remain the primary learning materials in ODL. The use of radio and television too has been discarded, and DVDs and streaming audio and video on the Internet have taken their place. Animated interactive programs on DVD or on the Web are still in use as educational resources that are shared among ODL students. It is against this backdrop that Aoki (2012) indicates that ODL has become more complex and multi-faceted. Not a single pedagogy has been found to be the most appropriate and there is a need for a combination of technologies to ensure effective teaching and learning. When using flexible learning approaches that require the use of new technologies, basic training in the use of the technologies for staff who may be unfamiliar with them is a must. At the same time, staff needs to develop a knowledge base in their respective areas to understand the pedagogical practices required for meaningful teaching and learning. Trainers of ODL teachers thus have to identify the skills, competencies and roles of the teachers for them to come up with effective and relevant training programmes.

2.5.3 The Need for Staff Development among ODL Teachers

Justifying the need for staff development in ODL, Wheeler (2004, p.15) indicates that "without staff development, lecturers may be isolated in their work, and unaware of new methods, technologies, and applications" in ODL. Referring to the Commonwealth of Learning's first Strategic Plan, Lockwood and Latchem (2004, p. 160) too emphasise the centrality of training ODL staff as a "key function," given that a lot of "personnel in distance education institutions come from other educational and professional sectors and require training to adapt their skills to the contexts of distance education and open learning". Furthermore as more conventional universities open up ODL streams, the distinction between distance and residential education blurs. For this reason, Lockwood and Latchem (2004) advocate for staff development as a supporting process for both conventional and distance education institutions to enable staff work effectively in an environment that is now dominated by instructional technologies—including distance education technologies.

In line with Wheeler (2004), Lockwood and Latchem (2004), a report on the higher education workforce by the Higher Education Funding Council for England (HEFCE) in February 2010 revealed the urgent need of staff development among teachers in higher education. Noting the need for the higher education sector to become more

flexible at a time of change whilst maximising the talent and commitment the teachers, the report identified technology as one of the major drivers of change in education. It further noted that advancing technologies and technology-based teaching and learning have changed the way knowledge is accessed and shared. Higher education institutions have at the moment responded by increasing the use of ICT and providing more online learning and teaching. It is this increased use of ICT that now justifies the need for staff development in order to empower the teachers with the relevant skills and ICT capacity (HEFCE, 2010) to function in a changing environment.

But Nyoni's (2013) narrative report of the findings from an analysis of ODL facilitators' discourses on their e-readiness in the use of information and communication technologies (ICTs) affordances in ODL mediation experiences at an ODL University in South Africa, indicated that that the majority of ODL instructors lacked the skills to teach online; while a number of them did not fully understand ODL pedagogy, principles and practices. Indeed Nyoni (2013) too recommended the need for a comprehensive orientation tutorial package covering e-readiness, e-training and ODL principles and practices for all inexperienced and newly employed lecturers.

Successful professional development programmes do not only integrate new knowledge teachers develop in their classroom practice, but they also ensure that participants collectively learn together, whilst engaging in meaningful discussions. literature on teachers' staff development indicate that teachers learn better by experimentation, interaction and reflection on their own teaching practices (e.g. Van Eekelen, Boshuizen, & Vermunt, 2005).Through experimentation they try out new things in the practice of online teaching while through interaction they share new ways and methods of teaching. With regard to reflection they consciously think about their strength and weaknesses in their practice as well as the methods they may be expected to adapt. It is vital that designers of staff development programmes take into cognisance such features (Lydon & King, 2009; Vanden Bergh et al., 2014).

Vanden Bergh et al. (2014) note that knowledge of such features makes it possible for designers of training programmes to design effective and well-structured staff development programmes. Unfortunately, though well-structured staff development programmes may be in place, and are essential, activities undertaken during training have been found either ineffective or perceived irrelevant by the participants in the

programmes (Lieberman & Pointer Mace, 2008; Lydon & King, 2009; Opfer & Pedder, 2011; Vanden Bergh et al., 2014). It is against this backdrop that Opfer & Pedder (2011) suggest that the activities in a professional development programme should be arranged in such a way that they build on teachers' prior knowledge, beliefs, perceived problems, as well as classroom practices. In addition, Mansour, Heba, Alshamrani and Aldahmash (2014) introduce the elements of reflection and self-assessment as vital activities for participants in a staff development programme. It is important that trainee teachers are given the opportunity to reflect on their learning; and assess their own learning. In addition Bakkenes, Vermunt and Wubbels (2010) indicate that staff development programmes should include problem-solving activities; as such activities enhance teacher learning. This is important in view of the fact that teachers as adults prefer problem-centred learning (Gravett, 2001; Tubarks, 2011).

2.6 THE NATURE OF STAFF DEVELOPMENT PROGRAMMES

Many ODL universities have developed some form of staff development initiatives for their staff. However, the initiatives vary considerably with regard to structure and focus, size, centralisation in the wider institution, and degree of flexibility and customisability of programmatic offerings (Irani & Telg, 2002). Valtonen and Artimaa (2000) note that probably due to a lack of a common staff development framework, research in this area is still limited. Furthermore, development initiatives widely differ from institution to institution as a result of different resource allocations, institutional support, and philosophical direction. While ODL institutions acknowledge the importance of training staff, questions regarding what training initiatives should be emphasised are still being asked. There are also questions concerning what the training programmes should entail, topics to be covered and how training should be conducted (Irani & Telg, 2002).

More than a decade ago, Burnett and Meadmore (2002) argued in favour of localized professional development. The authors argued that such development would be offered by peers with whom the teachers would have established rapport. As opposed to centrally organised seminars and workshops, Burnett and Meadmore (2002) argued that localised staff development, offered a more sustainable form of support to trainee teachers as it connects with the pedagogical and disciplinary context in which teaching

and learning takes place. According to Friel, Britten, Compton, Peak, Schoch, VanTyle, (2009) localised professional development as suggested by Burnett and Meadmore (2002) is effective as it is collaborative and places technology training into a pedagogical context by means of pedagogical dialogue. This enhances technology skill attainment. Friel et al (2009) note further that the effectiveness of this approach is in the fact that it involves IT representatives. Such representatives provide one-on-one faculty support between training sessions. This enables development of personal technology skills among the teachers. A hotline for immediate problem solving could also be provided.

But initiatives to equip faculty with knowledge and skills to teach innovatively could be both formal and informal; formal development being supplemented or even substituted at times with informal staff development opportunities (Anderson, 2002).For example, reporting positive staff development experiences of a group of teachers, Anderson (2002) reveals that the group's meeting was in an informal setting and aimed at learning by sharing ideas and experience. This was a form of work-based learning as advocated by van Velzen, Volman, Brekelmans and White (2012) which encourage an informal yet structured approach to learning from experience (Kukulska-Hulme, 2012). This approach could be used to construct a model of a faculty professional learning community (Lee, Zhang & Yin, 2011).

Up to this far, it can be seen that the initiatives described entail peer learning from experience. Teachers collectively reflect on their teaching and learning experiences, or go through experiential learning together in a community or group. But according to Brooks (2010), with the evolvement and adoption of teaching and learning technologies by higher education institutions, teachers require timely assistance when faced with technology-related problems. There is need for short-term problem solving as well as support in long-term development.

According to Taylor and McQuiggan (2008), developers of staff development programmes mostly rely on assumptions regarding what staff needs to know. As a result, the staff is exposed to seminars, workshops, training materials, and other resources that may not positively impact on the way they teach. This is because short, episodic, and disconnected professional development that is divorced from practice barely impacts on teachers' performance. In line with Taylor and McQuiggan's (2008)

observation are the results of a literature review (Levinson-Rose & Menges, 1981) based on 71 reports on staff development published between the mid-1960s and 1980. It emerged that staff development initiatives took the form of workshops and seminars though these were the most unlikely interventions to bring about changes in teachers' teaching behaviour.

The literature indicates that many professional development initiatives that are associated with online learning and teaching initially focus on how to use the different tools associated with online teaching (Laurillard, 2008; Bell & Morris, 2009; Otten - Leftwich, Glazewski, Newby & Ertmer, 2010). Teaching teachers how to use the tools should nevertheless not be the starting point of a staff development initiative of this nature. Though it is vital that teachers be equipped with the different approaches of using the online tools (Laurillard, 2008), it is important that the beginning point should be for the trainees to appreciate the value of online teaching (Otten – Leftwich et al, 2010). There is thus a need to train the ODL teacher to appreciate the value of new technology. Bell and Morris (2009) indicate that this can be done by initially focusing on the tasks that teachers need to be able to do, and how online tools would make it easier to execute such tasks.

According to Wilson and Stacey (2004), learning activities in the training initiatives must be situated in authentic contexts to enable the trainee teachers to experience the complexity and ambiguity of real-world challenges, embedding learning in the social context in which it will be used (Brown, Collins & Duguid, 1989; Rennie & Morrison, 2013; Herrington, Reeves & Oliver, 2014). In addition, participants in the training programmes should be given opportunities to share experiences, ideas and reflections as they learn. According to Wenger, McDermott and Snyder (2002, p. 4), situated learning enables the creation of communities of practice, allowing teachers with common interests to "deepen their knowledge and expertise by interacting on an ongoing basis." Such an approach does not only promote peer learning, but greatly contributes to participants' comfort as they work in groups of individuals known to each other. Trainee teachers learn experientially, learning from each other, discussing the implications of their learning for working practices. Participants are later encouraged to complete specific activities to reinforce the learning (Rolando, Salvador, Souza & Luz, 2014).

In a study that explored how 14 distance education universities in the US conducted the training and development of their teachers, it was discovered that in most institutions the training programmes were voluntary, and consisted of both formal and informal programmes. The development was also self-directed and took the form of short programmes offered at various times over many weeks. Furthermore, it was revealed in this study that many of the programmes were not coordinated since individual colleges rendered their own training programmes (Irani & Telg, 2002).

In agreement with the findings of the above study, Taylor and McQuiggan (2008) observe that staff professional development related to teaching in the virtual classroom varies widely, from suggested readings to mandated training programmes. Professional development in this regard may thus also include ongoing facilitated support, application of learning and reflection on outcomes.

In another empirical review of staff development literature, and building on the findings of Levinson-Rose and Menges (1981), Steinert, Mann, Centeno, Dolmans, Spencer, Gelula, et al (2006) indicate that emphasis on staff development in higher education is placed on format, levels of learning and assessment of outcomes. Though these are necessary features of a training initiative, the authors feel that no researchers have up to date actually clearly spelt out concrete features of staff development programmes for effective teacher development. Despite this finding, however, Steinert et al. (2006); Kogan, Conforti, Bernabeo, Durning, Hauer and Holmboe (2012) emphasise the value of effective feedback, the use of multiple instructional methods and peers as essential in a staff development programme.

2.7   ADDRESSING STAFF DEVELOPMENT NEEDS

If staff is to be given relevant training and resources to teach online, more information is required to determine the real professional development needs and to make standard arrangements for professional development programmes and events. Furthermore, staff development programmes should be designed in such a way that they meet the needs of the participants (Harwell, 2003; Nicholls, 2014). and their learning styles. While many participants may for instance learn well in group training

sessions, others will do better with self-paced printed materials (Mankin, 2009; Grobler et al., 2011). This means that a training session should be structured in such a way that it caters for the different learning styles. It should ideally include opportunities for group sessions, one-on-one lab sessions, web-based tutorials, printed materials, mentorships, monthly discussion sessions among peers, and observation of other distance courses (Schlegel, 2014; Bowers & Kumar, 2015)

But if professional development is to achieve its objectives, the programmes need to be well designed, managed and evaluated. Such designs must also be sustainable and lead to sustained professional learning. Professional development programmes should also support teachers' practice and student achievement. Research on professional development (Harwell, 2003; Swanepoel, et al., 2003) indicates that professional development experiences that are not connected to the teacher's practice have little or no impact on teacher practice or student achievement. Conversely, there is a great deal of evidence to suggest that educational institutions that build professional communities of learners based on collective responsibility, shared practice and collaboration make tremendous gains in student achievement (Leu & Ginsburg, 2011). Furthermore, any professional development programmes should reflect the principles of best practice in professional learning and should be grounded in the research on effective professional development. In this regard, the training programmes should address the three key components of effective professional learning, namely the process - the "how to" for designing and taking part professional learning; the content the actual knowledge and skills to be learned; and the context or structural supports that will ensure that learning is able to take place (Leu & Ginsburg, 2011). Addressing these three aspects will help educators recognise that professional development is only effective when a thoughtful design process and an appropriate organisational context support meaningful content. Teachers and their supervisors will want to discuss goals and opportunities for professional development that focus on the learning needs of the students they teach. Professional development standards can help frame the discussions and determine appropriate activities.

According to Leu and Ginsburg (2011), developing comprehensive staff development programmes requires educators and their supervisors to explore a variety of professional learning opportunities that impact on the educator's classroom practices.

The programmes need to be structured to deepen the teachers' knowledge and enhance practice. For example, the teacher in conjunction with their supervisor could opt for team-based professional learning opportunities as well as individual learning. The teacher and the supervisor should discuss the rationale for the plan to ensure that it is aligned with their goals and the goals of the institution.

As parties to the development of a professional development programme, teachers and their supervisors need to discuss the kinds of professional learning that would deepen the teacher's knowledge of content, pedagogy and social-emotional learning. There is a need in this regard for options that provide sustained, intensive, and collaborative team-based opportunities. This will ensure that the teachers learn from colleagues. Such professional learning may include planned, documented, and learning opportunities that are focused on student learning outcomes. The teacher and supervisor will also want to consider individual professional learning that supports student learning. Such learning may *inter alia* include individual action research, sabbaticals, fellowships, internships, textbook reviews, portfolio development, and contributions to professional literature (Collazos, Guerrero, Renzi, Klobas, Ortega & Bravo, 2007; Kiteley & Ormrod, 2009). But the questions that now arise are: why is there a need for staff development for teachers in ODL? What type of competencies and skills do ODL teachers need to teach online?

2.8   COMPETENCIES AND ROLES OF ODL TEACHERS

In spite of the above observations, available research in higher education, and in ODL in particular, reveals that teachers are rarely systematically trained to assume their roles. In a research study carried out in Australia's higher educational institutions, for example, Dearn, Fraser and Ryan (2003) found that the teachers and the academic staff were rarely trained or qualified to teach. With regard to those involved in ODL, it was revealed that the majority were typically more familiar with conventional face-to-face methods of teaching than the theory and practice of ODL.

Furthermore, researching the work roles of over 2,600 academics in 15 Australian universities, McInnis (2000) also found that few of the academics received any training in the work they did and yet this work accounted for half their working week and

impacted on their other duties. Given this reality, and in the face of today's technology-driven world, there is a need to equip university teachers, and in this case those in ODL, with skills and knowledge for different pedagogical approaches. Teachers in ODL require specialist knowledge and skills to appropriately deliver learning to theODL learner. Thus ODL teachers as educators face additional challenges when dealing with learners at a distance. The students are not only isolated from each other, but they are also physically, emotionally and socially separated from the institution (Brindley & Paul, 2004).   Such separation creates a space of potential misunderstandings between the teachers and the students (Moore, 1993) that could compromise the quality of the education received if the teachers are not professionally trained to use the different teaching modalities. It against this background that a need exists to identify roles and competencies required of ODL teachers.

While teachers in conventional and virtual environments may require similar competencies and play similar roles, teaching in a virtual environment imposes on teachers extra roles and competencies. Research examining the changes in teachers' roles as a result of working in a virtual environment, for instance, indicates the need for efficient and effective communication (Klein, Spector, Grabowski & De la Teja 2004; Egan & Akdere, 2005) to enable them to facilitate various communicative situations among the different stakeholders in a virtual environment based on asynchronous learning (Coppola et al.*,* 2002). It is indeed vital that when formulating a framework to guide staff development in ODL or virtual environments, the specific roles, functions and competencies required of teachers are identified. It is also important that organisational, instructive and technological functions involved in ODL environments are clarified. Against the above observations, this section delineates the competencies an ODL teacher should have in order to be able to teach effectively. This will not only assist in identifying the training activities but also in the formulation and assessment of a training framework.

According to Guascha, Alvarez and Espasaa (2009), the requirements of ODL teaching and learning are not only confined to a set of knowledge and experience. They are also closely linked to the challenges of being able to interact and communicate online. Not surprisingly, Berge (1995), one of the early advocates of online teaching and learning, asserts that demands related to communicative

competencies should be prioritised while identifying the competencies required of an ODL teacher. According to Berge (1995), while online teachers function as instructors or facilitators of learning, their role can be divided into four main areas, namely pedagogical, social, managerial and technical. It is important that when developing the teachers in the identified areas, special attention is paid to ICT since it runs across all areas. In line with Berge (1995), Williams (2003) notes that ODL teachers' functions can be identified along four major dimensions, namely:

- communication and interaction;
- instruction and learning;
- management and administration; and
- use of technology, which runs across all the others.

In their research to identify the competencies required and the role of teachers in a virtual environment, Coppola, Hiltz, and Rotter (2002) investigated what the teachers themselves thought were the major changes they would have to undergo to enable them teach in a virtual environment. The results indicated that they required changes with regard to the ways in which they interacted among themselves and their students. They also needed changes in areas of instructional design, organisation, and management, control and assessment of teaching and learning. In terms of this finding, university teachers play a cognitive, affective and managerial role in ODL environments.

The above findings are supported by a study published in the *International Board of Standards for Training, Performance and Instruction* (IBSTPI) as quoted by Klein, Spector, Grabowski and De la Teja (2004). While the study did not specifically focus on ODL, it revealed five areas of teachers' performance that can be connected to their functions. These included the following:

- Professional foundations;
- Planning and preparation;
- Instructional methods and strategies;
- Assessment and evaluation; and

- Management.

In addition to revealing competencies that corresponded with each of the above areas, the IBSTPI study described 98 performance statements, enabling representation of the competencies, both in terms of assessment and training (Klein et al., 2004). Moreover, Guascha et al. (2009) group ODL teachers' functions/roles into five areas which will be discussed in detail below.

2.8.1 Development of material for online teaching

The design/planning function is executed before the commencement of the course and calls for a concerted effort for the successful completion of the virtual course. While many of the steps in planning a distance learning course are similar to those in traditional classrooms, teaching in a virtual classroom imposes many more demands with regard to lesson planning. Though clear learning objectives are a must in education generally, it is important that an ODL teacher is able to articulate clear learning objectives for the entire course in advance in addition to choosing the most appropriate method of delivery.

Guascha et al. (2009) add that well-articulated objectives guide the teaching process. It is vital that the teacher chooses materials, assignments, activities and assessments that reflect the learning objectives. Planning and design of a distance learning course requires the teacher to choose the most appropriate teaching methods which are suitable for teaching students who may be located thousands of kilometres away from the teacher. Darling-Hammond, Wei, Andree, Richardson and Orphanos (2009) note in this regard that the teacher should be able to use student-cantered methods to guide the students who are unable to ask questions as they are not in a face-to-face environment. Furthermore, in the absence of a teacher's personal orientation of students to his/her course, students need to be provided with an easy-to-understand introduction to the course with a clear idea of the expectations. The lessons too should be well designed, easy and accompanied by interesting assignments.

One of the most important bodies of knowledge a lecturer needs to master is "Pedagogical Content Knowledge (PCK) (Loughran, Mulhall, & Berry, 2004; Loughran,

Berry, Mulhall & Woolnough, 2006; Vacirca, 2010). Coined by Lee Shulman in his presidential address to the American Educational Research Association, PCK can be defined as the professional understanding of how to organise and present specific topics, problems, or issues for instruction based on student background, educational goals of the institution, and educational context. PCK therefore means amalgamating content and pedagogy and connecting it to lecturers' instructional practice (Vacirca, 2010). A lecturer who is well versed in the content of their subject is in a position to pass on that content to the students in a more comprehensible manner (Ball, Thames & Phelps, 2008). It is therefore important that staff development programmes do not only focus on the delivery methods but also on the pedagogical content. Attention should be paid to subject matter content with its implications for pedagogy (planning, instruction, and assessment). Pedagogical content knowledge assists the lecturers in understanding curricular content better. It is this that appropriately empowers them to make the subject more understandable to the students (Childs & McNicholl, 2007; Loughran, Berry, Mulhall, & Woolnough, 2006; Ball et al., 2008).

According to Leu and Ginsburg (2011), incorporating a pedagogical aspect in the design of the study material acts as a bridge between the lecturers' knowledge of the subject matter and their knowledge and skill in planning and managing their interactions with students. Teaching innovatively means that the university teacher should be competent in monitoring and assessing student competency in the virtual classroom. Staff development in this case ensures that the educators are provided with the skills to give their learners insightful, regular, consistent and timeous feedback. It is also vital that the development programme places the academic in a position to use multiple assessment strategies that address the needs of all the students.

It is important to point out here that traditional assessment is no longer adequate in current ODL institutions (Louw, 2003). Indeed, arguing for an alternative form of assessment in open distance learning institutions, Louw (2003) proposes authentic or performance assessment. This is a form of assessment that is characterised by tasks that are worthwhile, significant and meaningful as explained in the outcomes-based education curriculum in South Africa. Boud and Falchikov (2006) indicate that this form of assessment is aimed at long-term learning and is learning-oriented. Unlike

traditional assessment that does not equip students well for a life time of learning (Boud & Falchikov, 2006), authentic assessment effectively equips students for a life time of learning and future assessment challenges. Students are thus prepared to become assessors as they make complex judgments about their own work and that of their friends, and as they make decisions in circumstances they are likely to find in the future.

Professional development programmes will benefit lecturers most if they are based on strengthening lecturers' knowledge of subject matter drawn from the curriculum that they are currently using in the classroom, combined with knowledge and practice of a range of teaching methods that encourage student understanding and learning.

But in a world where technology has permeated every aspect of the curriculum, staff development programme designers need to go beyond emphasising PCK in their training programmes. According to Mishra and Koehler (2006), emphasis should be put on technological pedagogical content knowledge (TPCK). The theory of technological pedagogical content knowledge (TPCK) as advanced by Mishra and Koehler (2006) postulates that the knowledge and skills of the 21st century lecturer intersect three fundamental areas, namely content, pedagogy, and technology. The model was developed to assist the integration of technology across the curriculum, and in terms of the model the unique features of technology should be used to teach content in new and innovative ways. Including an aspect of TPCK in a staff development programme will not only help develop lecturers' content knowledge of technology, but will also provide insights into how to use ICT in ODL environments. Lectures are thus exposed to ways in which they can adapt and change their pedagogical repertoire to accommodate changes and challenges as they manifest in an ODL environment.

2.8.2 Relationship with stakeholders

This function refers to the teacher's cordial relationships with the students, colleagues and other stakeholders which need to be established so as to enhance teaching and learning. Thus teachers have to ensure improved relationships not only with their

students but also among students, ICT experts, managers, material developers and pedagogical experts (Schlanger & Fusco, 2003; Kilfoil, 2004; Guascha et al., 2009).

The role of distance education as a "second chance" for many learners (Lemon & Kelly, 2009) and the fact that distance education materials are more readily subject to scrutiny than face-to-face instruction (Greenberg, 2010), points to the importance of developing the materials collaboratively among the involved academics and other stakeholders to ensure quality. This necessitates the establishment of amicable and collaborative relationships, not only among academics but also with other stakeholders such as material developers, ICT experts, managers and pedagogical experts. Therefore, staff development in this case should equip the academic staff with the ability to sensitively communicate and interact appropriately among themselves, subject experts, students and all those involved in ensuring that innovative teaching and learning takes place. Kilfoil (2004) notes in this regard that academics and all those involved in the collaboration need to develop sound interpersonal skills and the emotional intelligence that is required to work in teams.

Having the ability to create amicable working relationships is as vital as having the ability to facilitate learning. Kilfoil (2004) observes that while academics could have the discipline expertise, they may not have the educational background in teaching and learning. What this implies is that their "expertise can be complimented by that of learning developers who have educational qualifications and experience in curriculum development, learning development, instructional design, use of assessment as integral to learning, best practices in open distance learning (ODL) methodology" (Kilfoil, 2004, p, 2).

At Unisa, the process of learning material development and instructional design takes place in a team environment involving all stakeholders. As the unit responsible for this task, the Directorate of Curriculum and Learning Development (DCDL) ensures that learning designers provide input into the curriculum content with the involvement of the concerned academics (Louw & Sonnekus, 2002).

It can thus be argued that team and collaborative skills are essential for academics for they enable interaction among the different parties in the university for the benefit of

47

the students and the academics themselves. Through this kind of engagement, academics do not only discuss matters related to their own career development but they also share resources and learning materials, reflect on student work, discuss and reflect on practice and beliefs, share expertise and reflect upon their teaching and assessment strategies (Scott, Issa & Issa, 2008; Fullan, 2008). This interaction among the teachers, programme coordinators, course leaders, and deans of schools, discipline experts, technology experts, and pedagogical experts enables social networking, peer coaching and mentoring. Such cooperation creates what Scott and Scott (2009) terms "webs of enhanced practice". Such webs provide opportunities for teachers "to learn about, try out and reflect upon new practices in their specific context, sharing their individual knowledge and expertise" (Darling-Hammod, Wei, Andree, Richardson & Orphanos, 2009, p.1). Burns (2002) and Scott (2009) indicate that the interaction could be through a mix of formats that may include face-to-face, online, synchronous and/or asynchronous interactions.

According to Guascha et al. (2009), this function deals with the teachers' expertise in their subject matter, and their competencies which contribute to deep, complex and critical learning. Teachers need a solid knowledge of the field of distance learning and need to have the ability to present content and facilitate learning by means of technological tools and resources, an issue that is even more complicated in collaborative learning environments.

2.8.3   Supportive learning environment

A positive learning environment is one that is supportive to the students and enables them to participate effectively in learning events through podcast and vodcasts (Saeed, Yang & Sinnappone, 2009), leading to their success. Such an environment provides the distant learner with unconstrained access to learning regardless of time and place, and connects the students wherever they may be. To ensure that students have such an unconstrained environment, the academic should not only have the skills to implement a collaborative, problem-based, asynchronous method of teaching, but should also be able to promote self-directed learning among the students. According to Shih, Chen, Chang and Kao (2010), a self-directed learning environment should have proper learning schedules to make the individual's own learning methodical. The

ODL teacher thus needs to have appropriate skills to design learning schedules that promote effective self-directed learning.

It is important to point out that study materials in ODL could be limited and varied. A self-directed learner, who may be located hundreds of kilometers away from the teacher, may find it difficult to organise the relevant materials. The teacher should therefore be in a position to organise an environment where students can easily access the required materials. Through the rapid development of modern technologies such as broadband and wireless communication engineering, learning materials are easily available (Saeed, Yang, & Sinnappone, 2009; Shih, et al., 2010), however, there is no tailor-made learning environment for outdoor scenarios in which ODL students could find themselves. Thus students may just give up learning if they cannot access the learning materials. Furthermore, because of the various responsibilities they may have as mature students, students in ODL environments may be unable to focus consistently on their studies.

It is thus argued that the ODL teacher should have the skills and the ability to create and encourage a supportive learning environment. Shih et al. (2010) thus propose an environment with a scaffolding system that connects students, helps them set reasonable goals and provides them with the information and materials they need. In such an environment students are also able to engage in collaborative mobile learning and are able to share information and learning materials through podcasts, vodcasts, blogs and instant messaging (Saeed et al., 2009).

2.9   ONLINE TEACHING SKILLS AND COMPETENCIES

ICT applications are now synonymous with ODL. An ODL teacher now requires a number of technological abilities to execute any of the functions described above. The teacher must therefore have the skills to work in an ICT environment and to teach online.

According to New Media Consortium (2007), the current crop of university students lives in a networked society. This is a society in which students receive education and instruction online, use new ways to create information and to connect with class mates

and teachers in the virtual classroom. Moreover, trends at work are such that new employees need to be conversant with information technology (IT). Generally there is a re-evaluation of the types of skills and competencies that graduates need to have in order to effectively deliver at the workplace (Leitch, 2006). Several authors   (Lorenzo & Dziuban, 2006; New Media Consortium, 2005; Katz & Macklin, 2007; Jenkins, 2007) for instance note that students need not only have social skills and creativity. They must also have sound information literacy skills if they are to effectively find, evaluate and create information.

Furthermore, ICT is not only used to support administration, planning and preparation, but it is also essential for university teachers to enhance their own learning. In this regard, according to the Department for Education and Skills (DfES, 2004), teachers need ICT skills to execute such tasks as word-processing in order to plan and write their lessons easily, record students' assessments and to share teaching and learning resources with each other. Equipped with ICT skills, it is also possible to set web-based assignments and engage in video conferencing between different institutions, thus supporting students and teacher learning.

With regard to supporting pedagogy, the use of ICT reduces student dependency on teachers. The teacher therefore does not only use ICT to enhance innovative learning, but also to encourage students to use it. Consequently, students are able "to control and pace their own learning, taking an active role, and constructing knowledge rather than taking the more passive role of receiving it." (Department of Education, 2004, p. 8) In other words, institutions of higher learning, and academics in particular, have to respond to the changes (Tynan et al., 2008) brought about by ICT. The staff have to develop and demonstrate IT skills to be able to teach and make assessments online and to generally keep up with the millennial learner (Windham, 2005; Oblinger & Oblinger, 2005). Moreover, a learner might also have more advanced IT skills than the teacher (Barnes & Tynan, 2007), another reason to update academics' IT skills. Tynan et al. (2008) point out that the teachers' challenge is not about keeping up with the millennial learners' IT skills, but rather how to be "on top of the new wave". In this regard they should also be able to demonstrate skills to teach online.

2.9.1 Online teaching skills

This means that ODL teachers must be prepared for online teaching by clarifying the key competencies that are required for them to effectively engage in technology-related teaching issues (Chapelle & Hegelheimer, 2004). This is vital since online teaching demands another set of skills and competencies that may differ from what a traditional teacher in a face-to-face classroom may need. According to Hampel and Stickler (2005), teaching online requires the teacher to have more than merely technical knowledge of how to use a computer. The teacher should not only be conversant with the similarities and differences between face-to-face and online learning, but should also be in position to identify strategies and techniques that enable independent and collaborative learning online. Furthermore, Schlanger and Fusco (2003); Hampel and Stickler (2005) point out that online teachers must be in a position to build a learning community online to encourage not only socialisation but also active participation in the learning events and collaboration among the participants.

According to Hampel and Stickler (2005), an online teacher has to master seven key competencies that range from lower-level skills which are characterised by basic ICT competence, specific technical and software competence and awareness of constraints and possibilities to higher-level skills that are epitomised by online socialisation, facilitation of communicative competence as well as creativity, choice and selection. With regard to technical skill as a first level of skills, the authors indicate that teachers should be able to deal with basic computer equipment like keyboard, mouse, soundcards, and headsets. They should also be familiar with common problems with ISP connections, firewall, internet browsers, plug-ins, and so forth. Teachers should also be able to use specific software applications like webCT, Wimba, Elluminate, Messenger, Skype or Moodle to teach on level two; in addition, they should also be in position to understand the constraints and strengths of the specific applications on level three. The fourth level of skills should enable teachers to build a learning community online. In this regard Hampel and Stickler (2005) observe the need for the teacher to ensure positive online socialisation to make it possible for students to participate actively online.

With regard to the fifth level of skills, Hampel and Stickler (2005) indicate that the teacher, especially a language teacher, needs to be an effective facilitator of communicative competence. According to Chapelle and Hegelheimer (2004), at sixth level the ODL teacher should be creative with the ability to search, evaluate and repurpose learning materials. Hampel and Stickler (2005) believe that these skills are vital as they assist the teacher to identify and design authentic learning materials. Equipped with all the six skills as described above, the teacher still needs to develop a personal online teaching style, using the media and materials to their best advantage. At this stage the teacher should be in a position to establish rapport with the students and use all available resources to the advantage of the students. Hampel and Stickler (2005) refer to these as the seventh and highest level of skills required of an ODL online teacher.

The management function with its associated competencies makes it possible for the teacher to carry out planned actions and to adapt them to meet student expectations and needs, motivate students, handle the virtual classroom, and manage communication channels and spaces. As managers, ODL teachers should be able to supervise and adjust continuously the virtual process (Guascha et al., 2009) for ODL learners. Among several other competencies they also need to be able to monitor and assess learner progress and achievement plans, as well as prepare, present and manage constructivist learning programmes (student-centred pedagogy) (Martens, Bastiaens, & Kirschner, 2007; Weurlander & Stenfors-Hayes, 2008).

However, these mentioned skills do not come naturally. The ODL teacher may have to reflect on their current teaching practices to rediscover new ways of facilitating learning for the distant student. This may require training and retraining through staff development. Though most universities and colleges have established training programmes to prepare their teachers to teach online, according to Kearsley and Blomeyer (2004), the programmes are short workshops in the form of in-service training. But if ODL teachers have to effectively prepare students for the 21st century, they need to be exposed to more comprehensive training programmes. Such programmes should not only engage them in technologically-rich learning activities, but also enable them to acquire the competencies required for the creative and

innovative use of technology (OECD, 2009; Goodyear, Salmon, Spector, Steeples & Tickner, 2001).

2.9.2 Online teaching strategies

Innovative teaching does not only include the use of computers and the internet, but also smart phones and electronic white boards. A teacher in distance education should specifically have the ability to deliver lectures online. According to McKenzie (cited in Kearsley & Blomeyer, 2004), preparing teachers to teach online calls for more than just exposing them to workshops typical of in-service training, and requires specific individual qualities of the teachers. An effective online teacher for instance should be able to sit in front a Personal Computer (PC) for at least an hour or two every day, enjoy one-on-one interaction (as opposed to lecturing or group presentations), be flexible in their teaching approach and willing to experiment, and be prepared to do a lot of writing/typing.

In addition to the personal qualities as indicated above, the teacher must not only have convenient (home) access to a computer and the Internet, but should also be comfortable with the tools and systems used to teach online, and be in position to use the basic elements of online courses, namely e-mail, threaded discussions, real-time conferencing (chats), and be able to start, maintain and bring closure to effective and meaningful asynchronous discussions. The teacher should also be in a position to effectively moderate text-based synchronous and asynchronous discussions (Kearsley & Blomeyer, 2004; Weulander & Stenfors- Hayes, 2008). Furthermore, Kearsley and Blomeyer (2004) note that the teacher should be in position to describe the characteristics of successful distance learners, techniques for effective online teaching, evaluate the quality of online learning programmes and explain the ethical and legal issues associated with online education.

It is also important for online teachers to familiarise themselves with online teaching strategies. They thus need to know not only how to set student-centered activities, but also carry out facilitation and moderating functions. Furthermore, they have to know what problem-based learning is, and what is involved in collaborative learning and peer evaluation. While these might be strategies that are also used in conventional

education systems, teachers in ODL who may have used them in face-to-face teaching will have to adapt them to an online environment. Moreover, those teachers who have been drawn from other sectors of the economy, and who do not necessarily have a teaching background, will need to be equipped with the relevant skills and knowledge to use such educational strategies Kearsley & Blomeyer, 2004; Weulander & Stenfors-Hayes, 2008).

Given the above, it is important that staff is developed in such a way that they are able to use assessment to ensure lifelong learning. They should also be able to enhance the quality of students' learning experiences through the closer alignment of assessment with the pedagogic approaches used. Furthermore, with the advent of computer-assisted assessment, teachers will require knowledge and skills to integrate assessments, feedback, learning resources, and e-portfolio records into one technology learning environment that supports effective learner progression. Noting that ODL is now technologically driven, Weurlander and Stenfors-Hayes (2008) point out that the teacher should be able to effectively use online student assessment tools like quizzes or exams, and learning management systems (LMS) like Moodle, to improve learning.

As far as this task is concerned, ODL academics should be able to present logical, sequential and developmental lessons. It is also vital that they keep proper records of planning and learner progress. Moreover, they need to be able to include information in each lesson that is built on previous lessons as well as anticipated future lessons. Echoing the constructivist educational principles, Martens, Bastiaens and Kirschner (2007) indicate that planning, preparing and presenting learning programmes in an innovative manner ensures that the teacher includes learner control over content and sequencing, learning strategies, and that where content is provided, it is provided within a context and sequenced in a top-down fashion. It must thus provide an overall picture before specific facts and skills are learned. Learners must also be able to undertake activities that allow them to apply learning in realistic contexts. Therefore it is incumbent upon the teacher to ensure that such activities are structured in such a way that they are beyond the learners' current ability but not impossible to execute with the facilitator's assistance.

Unfortunately, research (e.g. Martens et al., 2007) indicates that it is a major challenge for staff to design courses using the constructivist design principles. The authors attribute this challenge to the fact that it is very hard to determine what competencies are required to facilitate the new learning. In addition, it is not easy to implement innovative teaching and learning because it is a combination of a new educational paradigm, new educational technology and, in many cases, an electronic learning environment. Other impediments to the implementation of innovative teaching and learning could be the necessity to gauge student perceptions (Martens, 1998 cited in Martens et al.*,* 2007) before implementation. This may not be possible in independent or virtual learning environments for once tasks have been delivered, there is relatively little control over students' perceptions. Furthermore, though there are guidelines for designing and assessing the learning, these guidelines are much left to the designers' creativity, intuition and insight (Martens et al.*,* 2007). It is in such situations that staff development could be factored in to enable staff to master, use and implement the constructivist educational principles to ensure innovative teaching and learning.

The implication therefore is that there is a need for basic training in the use of ODL technologies, particularly in cases where staff are unfamiliar with them. The teachers have to learn to use the new tools, in addition to applying them pedagogically in an effective way. It is therefore important that effective training programmes are put in place to render training in the relevant technologies. Such programmes should not only provide training in the use of necessary technologies but should also provide pedagogical understanding (Kirkpatrick, 2001; Laurillard, 2008) and equip staff with the ability to teach online.

An ODL teacher thus requires various combinations of technological and pedagogical skills. Such skills must be brought to the fore and addressed in training programmes. In situations where staff are required to deliver instruction online for example, they have to be equipped with the ability to describe the characteristics of successful distance learners, describe techniques for effective online teaching, evaluate the quality of online learning programmes, explain the ethical and legal issues associated with online education, explain the accessibility issues associated with online education, describe strategies for integrating online and classroom instruction, and should become proficient users of the basic elements of online courses such as email,

threaded discussions and real-time conferencing (chats) (Kearsley & Blomeyer, 2004). They further note that teachers have to be conversant with all strategies that are associated with effective online courses. In this regard they have to be able to use student-centered strategies, facilitate and moderate learning, implement problem-based and collaborative learning, in addition to enabling peer evaluation.

Since online delivery of teaching has become a major approach to teaching in ODL (Jung, 2005; HEFCE, 2010; Nyoni, 2013), training programmes enable ODL teachers to understand their roles before mastering the design and delivery strategies, techniques, and methods for teaching online courses (Yang & Cornelious, 2005). Through training, teachers learn that they are responsible for designing an effective online learning environment, developing an interactive online teaching-learning community, establishing relevant performance assessments and should be able to assist students to achieve learning outcomes online (Akyol & Garrison, 2014; Gikandi, Morrow, & Davis, 2011; Rosie, 2000). But for all the above to be possible, the ODL teacher must be prepared and equipped with skills and competencies to teach online.

2.10   GAPS IN LITERATURE

It is vital to note that all results from the three literature reviews revealed that many of the staff development initiatives are deficient in terms of their theoretical grounding, clarity of goals and acknowledgement of the contexts in which the studies were done. Though 57% of the reviewed articles on staff development in education were guided by conceptual/theoretical frameworks about adult learning, instructional design, or reflective practice, Steinert et al. (2006) felt that there was still room for future researchers to ground staff development studies in the most appropriate theory in addition to placing them in the contexts in which they were conducted. The results further indicated that designers and implementers of staff development programmes tended to focus on individual features of an initiative, like duration, format, level of assessment, and so forth, separate from the broad design of the initiative. According to Steinert et al. (2006), doing so "ignores the critical link among conceptual or theoretical grounding, core characteristics of the design, and learning", rendering the programme ineffective.

It is clear from these of studies on staff development, that most of them come from developed countries and there are very few from developing countries. As a result there is a need for staff development in ODL in the developing context given the lack of studies this area. It is therefore important that staff development programmes should take cognisance of context which tends to impact on the performance. This should be dictated by the necessity of providing efficient and reliable technical support services, effective administrative procedures and ensuring flexibility in teaching and learning. In addition, teachers need to be equipped with the necessary skills and knowledge to teach online. ODL teaching approaches now involve the use of new technologies (Lockwood & Latchem, 2004; HEFCE, 2010; Nyoni, 2013).

2.11 SYNTHESIS

This chapter explored the literature pertaining to staff development in ODL, arguing the need for staff development and a framework that could guide such development. It is evident from the contents of the chapter that though staff development is defined differently by different authors, it serves the purpose of broadening and deepening professionals' knowledge and expertise in their areas of expertise. The literature explored also indicated that staff development initiatives in ODL are not only numerous but they also vary in terms of content, duration, structure, focus and flexibility from institution to institution. Against this backdrop, the need for a common framework to guide staff development in ODL was advanced. The chapter further explored ODL as a concept, examining the different ODL generations, and the skills and knowledge required of teachers in each generation. ODL has evolved through many technologies and pedagogies and in most cases the generations have evolved together with the technologies that support them necessitating the development of new roles, skills, competencies and knowledge for the teachers. The discussion then turned to the fact that ODL teachers' roles and functions revolve around the dimensions of communication and interaction, instruction and learning, management and administration, and the use of technology. It was furthermore indicated that functioning in a virtual classroom as a teacher demands training in professional foundations, planning and preparation, instructional methods and strategies, assessment and evaluation, and management. Therefore when staff development is planned and

implemented, the teachers' roles and competencies in this new environment need to be taken into consideration.

.

CHAPTER 3

CONCEPTUAL FRAMEWORKS TO GUIDE STAFF DEVELOPMENT

3.1   INTRODUCTION

This chapter will analyse the different staff development framework as encapsulated in the models. Since this study proposes to develop a framework, it is necessary to look at models that have been used in other contexts to inform staff development processes and practices. The Concerns-Based Adoption Model (CBAM) as a model for change in individuals is presented as one that could be used to establish the teachers' experiences of staff development, and to guide the formulation of an appropriate staff development framework. Two other models, Ely's framework of staff development and Kirkpatrick's model of training evaluation were also used as starting points to create a richer framework for staff development in ODL. The chapter is presented in terms of the view that development programmes must be well designed, planned, implemented, evaluated and maintained (Swanepoel et al., 2003). Because the participants in this study (Unisa academics) were adults, it is argued that if the training programmes are to be effective, they have to be supported by the andragogical paradigm of adult learning as popularised by Knowles, and guided by constructivism as a philosophy of learning (Martens et al*.,* 2007). It is further indicated in this chapter that the process of professional development should be systematic, involve all the stakeholders working together to realise the core values of the institution and enabling them to become a self-developing force within the setting. It should be an ongoing, planned, and collaborative process that is structured in such a way that it yields measurable, goal-directed changes for all those involved (Mathur et al., 2009).

3.2   MODELS OF STAFF DEVELOPMENT

3.2.1 The Concerns-Based Adoption Model (CBAM)

Based upon Fuller's (1969) work that examined the changing concerns of undergraduate teacher trainees, CBAM is a change model that uses three diagnostic tools to establish or probe the needs of both trainees and potential trainees, intervene in and guide their learning experiences. As reflected in Figure 3.1, the tools are related

to stages of trainees' concern, levels of use of an innovation and innovation configurations. The model explains and describes how individuals develop during the process of learning about an innovation and the stages of that process (Horsley & Loucks-Horsely 1998). Hall and Hord (2006) indicate that CBAM can also be used to measure and explain the process of change experienced by teachers trying to effect an educational innovation. In addition it can further be used to examine teachers' reactions towards any new educational innovation and for planning staff development. According to Loucks-Horsely (1996), it is a complex model with many parts, stages of concern being just one of the parts. Hall and Hord (cited in Dirksen and Tharp, 1997, p. 1065) indicate that the model is based on the following assumptions:

- Change is a process, not an event, and it takes time to institute change.
- Individuals must be the focus if change is to be facilitated, and institutions will not change until their members change.
- The change process is an extremely personal experience and how it is perceived by the individual will strongly influence the outcome.
- Individuals progress through various stages regarding their emotions and capabilities relating to innovation.
- The availability of a client1 centred diagnostic/prescriptive model can enhance the individual's facilitation during staff development.
- People responsible for the change process must work in an adaptive and systematic way where progress needs to be monitored constantly.

Figure 3.1 below shows how CBAM diagnostic dimensions fit into a model of the change process. It indicates that individuals, in this case ODL teachers (users or non-users) exist in a user system (the university). Individuals responsible for facilitating staff development (adoption of e-learning) are labelled disseminators. Disseminators in this case could be facilitators, administrators, managers or coordinators with resources at their disposal. According to Horseley and Louck-Horsley (1998), the disseminator's knowledge with regard to the potential or actual users' concerns, activities, and the way the components of the programme are being configured, empowers the disseminator to intervene. In the process it becomes possible to move

users to higher stages of concern, levels of use and more acceptable, relevant configurations.

Figure 3.1. The Concerns-Based Adoption Model
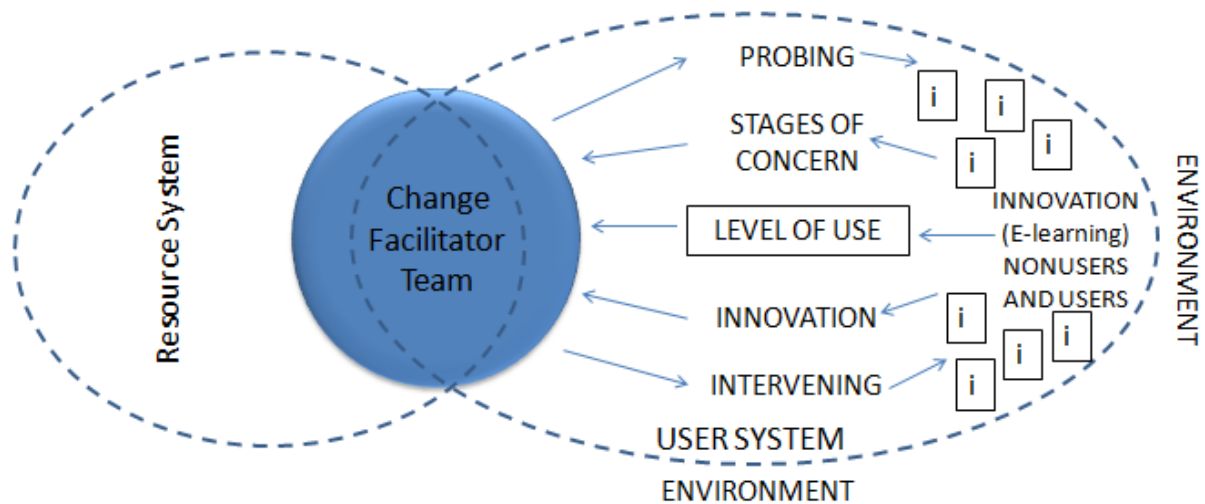
Source: Hall and Hord (2006)

3.2.1.1 Stages of concern

Hall, George and Rutherford (1979, p.5) conceptualise "concerns" as "the composite representation of the feelings, preoccupation, thought, and consideration given to a particular issue or task". CBAM posits that individuals participating in programmes designed to bring about innovative changes develop concerns regarding the entire training programme. These concerns that are projected in the form of questions during the process of learning have to be resolved for successful adoption of the new innovations or learning. Hall (1976) and Dirksen and Tharp (1997) note that individual concerns directly affect how a trainee learns and the eventual success of the training programme. Hall et al. (1979) and Loucks-Horsely (1996) identify three broad areas in which trainees ask questions. Trainees will initially ask questions concerning the nature of the programme, followed by task-oriented questions and then questions related to the impact of the programme. While the resolution of the initial questions orientates the participants to the nature of the programme, the second type of questions focus on the tasks involved in the process of learning. Initially participants

in a programme want to find out what they are doing and how it will affect them (Horsley & Loucks-Horsely, 1998; Loucks-Horseley, 1996). This is then followed by task-oriented questions that seek to find out how the participants can execute tasks connected to the learning of the new innovation and how they can use the materials involved. When satisfied with self-concerns and task concerns, trainees then focus on impact-related questions (Loucks-Horsely, 1996). In the context of this study for instance, teachers could ask whether change is working for the students or if there are other ways that could be used to teach the students more effectively. To ensure successful staff development, it is vital that initial or lower level concerns are resolved first to allow the emergence of the higher level concerns. Table 3.1 below shows participants' typical concerns and questions that could be asked.

Table 3.1: Stages of concern: Typical expressions of concern about an innovation and actions of the facilitator

Stages of concern	Expression of concern	Actions by facilitator
6. Refocusing	Have some ideas about something that would work even better.	Respect and encourage teachers' interests. Channel their' ideas and energies and act on their concerns.
5. Collaboration	I am concerned about relating what I am doing with what others are doing.	Provide opportunities to develop skills needed to work collaboratively.
4. Consequence	How is my use of the new technology affecting the students? How can I refine it to have more impact?	Provide positive feedback and needed support. Opportunities for teachers to share knowledge and skills should also be provided.
3. Management	I seem to be spending all my time in getting materials ready.	Answer specific 'how to" questions and avoid considering future impact at this time
2. Personal	How will using it affect me?	Address potential personal concerns directly. Implement changes progressively over time.
1. Informational concerns	I would like to know more about it.	Provide clear and accurate information. Relate changes to current practices.

Stages of concern	Expression of concern	Actions by facilitator
0. Awareness	I am not concerned about it.	Involve teachers in discussions and decisions on the e-learning training project.

Source: Hall and Hord (1987)

As reflected in Table 3.1, the CBAM model identifies seven stages of concern which have major implications for professional development. It is vital that professional development practitioners first and foremost establish the stage at which the trainees are and address the relevant questions. According to Loucks- Horsely (1996), trainers are often concerned about the process of training before addressing participants' self-concern. At stages, 0, 1 and 2 for instance, it is important that teachers' self-concerns are addressed. According to McCarthy (1982), this is a stage where the question, "why is the programme personally important to the participants", is addressed. This is done by ensuring that individuals who are not concerned about the project (stage 0) are made aware of it and coaxed to get involved. It is only after this general awareness of the programme/innovation and interest in learning that participants may ask to know more about it (stage 1) and ask how it will affect them (stage 2) (Hall, Wallace & Dossett, 1972). It is important that during the information stage (stage 1) more detail about the project in the form of characteristics, effects and requirements for participation are given to the participants. Meanwhile questions regarding individual participant's roles, demands and adequacy to meet the demands are resolved during stage 2. According to Horsley and Loucks-Horsely (1998), this is a stage of creating awareness of the programme. Teachers or participants need not to be given manuals or training guides, nor need they engage in any training workshops. To enable potential trainees to envision their activities, the practice profile (see section 3.2.1.3) could be used at this stage.

With regard to the concerns raised in stage 4 (management), issues concerning processes and tasks of using the innovation are dealt with. The focus is on efficiency, organisation, management, time and the best use of resources (Horsley & Loucks-Horsely, 1998). Concerns related to the impact of the project on students, and coordination and cooperation with others regarding the use of the innovation and

exploration of more effective alternatives are resolved in stages 4, 5 and 6 respectively. While trainees will need to find out how their use of the new innovation will affect their learners (consequence) in stage 4, they will also be interested in relating what they do with what others will be doing (collaboration) in stage 5 (Horsley & Loucks-Horsely, 1998). According to McCarthy (1982), in stage 4 issues are resolved pertaining to the relevance of the innovation for students, evaluation of student outcomes, coupled with competencies and changes needed to enhance student outcomes. Meanwhile, in stage 5, participants are keen on coordinating and cooperating with others as they question how they can work with others regarding the use of the innovation. Finally, stage-6 concerns focus on the more universal benefits that accrue to the project. Dirksen and Tharp (1997) and McCarthy (1982) indicate that during this stage individuals explore other ways to use the innovation and even improve upon it. The focus during this stage is thus more on exploration of universal benefits from the innovation.

3.2.1.2 Levels of use (LoU)

Like "Stages of Concern" (SoC), "Level of Use (LoU) of an innovation is a key component of the Concerns-Based Adoption Model (CBAM). But unlike SoC, that address the affective side of change (peoples' reactions, feelings, perceptions and attitudes), LoU deals with behaviours and shows how people act with regard to specified changes. LoU reveals the extent to which trainees have adopted an innovation and the different levels at which they can use it. Hall and Hord (1987) indicate that LoU can be used in professional development environments as a diagnostic tool to plan and facilitate the change process. As a diagnostic tool, LoU describes the actual behaviours of trainees adopting a new innovation. Furthermore, Wenger (1998), Dufour and Eaker (1998) indicate that in a community of professional practice, LoU enables trainees to assess their progress with regard to the use of an innovation while at the same time enabling them to identify critical decision points throughout the process. It is thus a tool that indicates whether a trainee is a user or a non-user of the new innovation and in the process assesses trainees' understanding and competence with regard to educational technologies like e-learning. Hord, Rutherford, Huling-Austin and Hall (1987) observe that as individuals gain the new knowledge and skills, they experience changes. These changes manifest themselves along eight different levels as reflected in Table 3.2.

Table 3.2: Levels of use of an innovation: Typical behaviours

Levels of Use	Behavioural Indicators of Level
VI – Renewal	User seeks more effective alternatives to establish use of innovation.
V – Integration	User makes deliberate efforts to cooperate with others in using the innovation.
IV – B Refinement	User makes changes to increase outcomes.
IV – A Routine	User makes few or no changes and has an established pattern of use.
III - Mechanical use	User's implementation is poorly coordinated and changes are user-oriented.
II – Preparation	User prepares to use innovation.
I – Orientation 0 - Non-use	User seeks out information about the innovation. User takes no action with respect to the innovation.

Source: Hall and Hord (1987)

From Table 3.2 it can be seen that individuals change as they experience the innovation through training. Dirksen and Tharp (1977) indicate that trainees will move in sequence from level 0 (non-use) to level of use IV (routine). According to Horsley and Loucks-Horsely (1998), trainees initially orientate themselves to the new programme in preparation for it. This is a rough stage and is earmarked by a short-term planning crisis. Individuals tend to mechanically adhere to the steps and procedures required by the innovation before establishing a routine. The routine is at times followed by refinements that position the trainee teacher to serve their students better. According to Dirksen and Tharp (1977), integration of technology by student teachers within the classroom as part of a greater system change depends on their LoU.

3.2.1.3 Innovation configurations

According to Hall and Loucks (1978), when teachers use a model programme after training, they often change the procedures, strategies or materials to suit either their

own interests or those of their students. An innovation configuration clearly indicates what an innovation will look like when it is implemented in the classroom environment. Innovation configurations therefore represent teachers' patterns of use of the innovation during the implementation phase. It is vital that teachers' innovation configurations are examined at the end of the training to ensure that teachers use the innovation appropriately. Innovation configurations can be used not only to measure the implementation of the programme but also to monitor the adoption of the programme. In this case it can be used to show parts of the model teachers may be using incorrectly or leaving out as they implement the new innovation (Loucks-Horsley 1996). This is vital since it gives trainers and facilitators clues regarding the type of assistance the teachers as adopters of the new technology may require.

To ensure that the concept of innovation configurations is applied correctly, Loucks and Crandall (1982) propose the use of a "practice" profile. Divided into three components (the component check list, implementation requirements and practice characteristics), the practice profile explicitly spells out in its check list component the behaviours and activities of the teachers as they implement the programme. Components described in this part describe the use of materials, instructional strategies, tasks, etc. Meanwhile the implementation part of the practice profile lists the implementation requirements. These may include a need for retraining of personnel or facilities and resources that the teachers may need to implement the programme.

3.2.1.4 Weaknesses of the CBAM model of change

While CBAM is one of the most popular models with regard to explaining change and teacher staff development, some researchers have questioned its validity. The opponents of the model concur with the general concept as posited in CBAM. However, they question the seven specific stages as listed in the SoC. In their investigation of the internal consistence, the SoCQ (SoC Questionnaire) administered to high school teacher trainees in science, Jibaja-Rusth, Dresden, Crow and Thompson (1991) could not confirm the reliability of the SoCQ. Problematic were the scores for the awareness (Stage 0) construct. In another study that focused on professionals working with infants and pre-scholars, Bailey and Palsha (1992)

examined the construct validity of the SoCQ. While they found broad support for the concept of SoC, the seven stages of SoC were rejected by the factor analysis, leading them to advocate five stages instead of seven. However, the rejection of the seven stages may have been due to Bailey and Palsha's use of SoC on young age groups instead of on age groups for which the SoCQ was originally validated. In their original manual of the SoCQ, Hall et al. (1979) warn against modifying the seven SoC model and advice that researchers interested in doing factor analysis on the SoC, should perform it on a large stratified sample of users and non-users. Moreover, the CBAM model does not sufficiently explain the impact of environmental conditions on the success of a training development programmes.

According to Ely (1990), the context or the environment in which a programme is situated greatly influences its success or failure. It is against this observation that this study was guided by Ely's (1990) framework of educational change. Ely (1990) notes the importance of *environmental conditions* in any educational change process, particularly changes regarding the implementation of educational technologies like e-learning.

3.2.2 Ely's Framework to facilitate the Implementation of Educational Technology Innovations

According to Ely (1990), educational change is a long-term process that comes only after the fulfilment of or existence of specific conditions. In cases of technological changes, like the implementation of e-learning, the existence of these conditions facilitates the adoption, implementation and institutionalisation of technology. Ely notes that successful implementation of educational change requires eight specific conditions. The eight conditions include dissatisfaction with the status quo; availability of skills and knowledge; availability of resources; reward and incentives; participation, commitment and leadership. As reflected in Figure 3.2, the presence of these conditions (in the context of this study) supports professional development, enabling the teachers to change and teach innovatively.

Figure 3.2: Conditions that support professional development

Source: Adapted from Ely (1990)

The conditions as reflected in Figure 3.2 and how they support change in the form of professional development for innovative teaching and learning are explained in detail below.

3.2.2.1 Dissatisfaction with the status quo

Ely (1990) argues that if change has to come, first there must be some form of dissatisfaction from staff members, administrators, or community leaders with some form of status quo. The dissatisfaction could also manifest itself in some form of awareness of existing problems that require solutions. In the case of staff development, the institution ascertains the developmental needs of the employees

through needs assessment. Allen, Finkelstein and Poteet (2009, p. 12) define needs assessment as "a systematic examination of the way things are, and the way things should be, within the organization." Mathews (cited in Mankin, 2009) refers to needs assessment as a structured process through which information about an institution's training needs are collected, reviewed and codified as a basis for a training plan to bring about change within the institution. The training plan clearly shows the identified learning needs and the proposed intervention to meet the needs. It is therefore through needs assessment that the institution becomes aware of the existing gap between the skills that the teachers have and those skills that they should have in order to teach innovatively.

3.2.2.2 Availability of skills and knowledge

Skills for facilitators and trainees are essential for the eventual success of any training programme (Ely, 1990). While trainee teachers should have basic computer knowledge and skills, the facilitators too have to be equipped with the knowledge and skills required to train the teachers. Facilitators should also have some professional understanding of how to organise and present specific topics, problems, or issues for instruction based on student background, educational goals of the institution, and educational context (Vacirca, 2010). According to Niess (2005), Ball, Thames and Phelps (2008), a teacher who is well versed in the content of his or her subject is in a position to pass on that content to the students in a more comprehensible manner. It is therefore important that facilitators are equipped not only with skills and knowledge regarding delivery methods, but also on the pedagogical content. Attention should be paid to subject matter content with its implications for pedagogy (planning, instruction, and assessment). As a result, the trainee teacher will be empowered not only with delivery skills but will also understand curricular content better.

3.2.2.3 Availability of resources

In any programme related to teacher development, resources are essential and could determine the success or failure of the programme. In this regard the trainees and trainers must be provided with supporting materials such as access to computer hardware and software, and any other relevant tools or materials (Ely, 1990). Thus, institutionalising a technological innovation like e-learning implies that teachers need to make regular use of the innovations. According to Ely (1990), teachers' regular

contact with technology enables them to feel increasingly comfortable with it. But in instances where access is hindered or unreliable, teachers' motivation is bound to wane. To combat this, depending on the resources available and the size of the staff, support services may be introduced. These could include provision of student assistants, assistance with uploading of course materials, creation of online quizzes, development of graphics, test proctoring, and much more.

3.2.2.4 Time (duration)

Since learning occurs throughout life, professional development should not be envisioned as a finite process (Collins, 2009; Klingner, 2004). This means that successful professional development should represent a continuum of learning that starts with induction, continuing into mentoring, coaching and other activities designed for career-long professional development (Leu & Ginsburg, 2011). Conceptualisation of professional development as a lifelong process means that participants are continuously supported and supervised, stimulated and empowered in a manner that enables them to incorporate knowledge, skills, values and understanding to enhance innovative teaching and learning. Individual staff members are also encouraged to be responsible for their own development and to think in terms of continuous professional development (Collins, 2009; Leu & Ginsburg, 2011).

Hemmington (2009) observes that it is important that a culture of lifelong learning is created in an institution to avoid staff resistance to development. In institutions where a culture of lifelong learning is nurtured, professional development becomes an attitude of mind rather than a mechanism that is imposed on staff. Staff in this case view professional development as a voluntary activity devoid of any external coerciveness. It is against this backdrop that Ely's (1990) framework identifies time as the fourth condition required for teachers to successfully learn, experiment with, adapt to and reflect on the innovation. Ely recommends that the time spent learning should be institution or company time but in cases where teachers' time is used, it should be paid for in order to enhance learning and foster change.

3.2.2.5 Motivation

Teachers may need sufficient reasons to adapt new ways and methods of teaching. Ely (1990) argues that some form of incentive is required for them to accept and

participate in change. As there are no specific incentives, each institution could decide on what could motivate the teachers. University management could motivate staff by giving monetary assistance to participants in the programmes. In cases where a staff member may require temporary replacement due to the attendance of courses, examinations, or sabbatical leave, the university could organise substitute teachers. It is also important to acknowledge and celebrate staff members' academic achievements. Meanwhile experienced staff members with extended professional development could also be used to participate in the programmes.

Ely (1990) observes that the incentives depend on the climate and culture of the institution and could be as simple as providing new teaching materials to all participants or a training trip away from campus to a five star hotel for a number of days.

3.2.2.6 Participation

The sixth condition, participation, refers to joint decision-making among all the stakeholders Participation enables all those involved a voice in the training and the implementation process. It is vital that participants in staff development programmes perceive such programmes as their own and that they are designed for their benefit (Leu & Ginsburg, 2011). To encourage participation, the university management should desist from imposing any development programmes on the teachers. Inclusiveness in the context of a higher ODL education institution implies that none of the staff should be excluded from the opportunity of developing themselves. It is thus critical that staff development is considered as a right for all academics.

Apart from including academics as part of the participants in the development programmes, it is also vital that they are consulted on any proposed new developments and initiatives regarding staff development and development plans. Matters concerning major staff development projects in the institution, planned delivery methods, relationship between student satisfaction and retention due to staff development should all be communicated to the academic staff. One major advantage with the involvement of the academics in decision making is that they eventually develop the perception that the programme belong to them. Leu and Ginsburg (2011) note that teachers' involvement in the planning, structuring and identification of the

content of staff development programmes ensures that their needs and their students' needs are addressed. It is such involvement that promotes and fosters a sense of ownership, helping to ensure that implementation is done with fidelity.

3.2.2.7 Commitment

Ely (1990) notes that commitment, the seventh condition, means not only teacher commitment to learning and use of the new technology, but also firm commitment from administrators in the form of visible support to implement the innovation. One of the factors motivating some faculty members to become involved as distance instructors is the availability of support services. This is because staff development programmes too depend on the support they receive from management and the institutions' leadership. One of the roles of senior management in a university setting is to ensure that performance management sessions for all the academics in their department or section are carried out. Senior managers thus need to ensure that all their managers and supervisors complete the performance management sessions to support the professional development of the academic staff. It is important that staff is given feedback to enable them to identify their weaknesses that can then be addressed in other staff development programmes. Giving both positive and constructive feedback helps create a university culture of continuous improvement.

3.2.2.8   Leadership

Ely's (1990) eighth condition revolves around institutional leadership. Successful implementation of change requires total commitment from the leaders from the very top right down to the project leader (superintendent to the principal or departmental head). Leaders lead the way, provide support, troubleshoot, act as counsellors, and ensure that the implementation is a success. As leaders in the institution, managers should be the champions of professional development. In this regard they play a leading role not only in the establishment of the general culture of the institution, but also influencing the staff's attitudes towards professional development (Hemmington, 1999). It is important that line managers and senior managers also take part in equivalent or joint continuous professional development programmes. This is because when learning enthusiasm is exhibited at the top, it can easily cascade down through to the staff below as leadership has the power to provide a vision and initiate change, inspire, influence and develop those below (Erasmus et al., 2012).

3.2.3 Limitations of Ely's Framework

Ely's framework is a valuable guide for institutions striving to change from old to innovative methods of teaching and learning, and provides a valuable resource for implementing staff development programmes. Nonetheless, Klingner (2004) argues that time may be a constricting condition in the sense that often specific timelines are imposed in which change must be implemented. Yet, owing to unique individual levels of confidence, ability, experience and knowledge with regard to technology, learning and implementation of programmes should not be constrained by time (Dori & Herscovitz, 2005; Klingner, 2004). Studies have also shown that not all Ely's conditions are perceived and ranked as being of equal importance (Ensminger & Surry, 2008). For example, Leggett and Persichitt (1998) indicate that of the eight conditions, only four are required when it comes to implementing change. While commitment, leadership, and knowledge were critical to the process of staff development according to Khalid, Nawawi and Roslan (2009), they require time, expertise, access, resources and support to make the change. Owing to the findings from the various studies, some researchers such as Ensminger and Surry (2008) question what would happen if an institution sought to use Ely's framework without addressing some of the conditions.

One other key issue not explicitly addressed by Ely's framework is the uniqueness of every institution. According to Ensminger and Surry (2008), the culture of an institution is a critical factor in the process of implementing an educational programme. Although Ely (1990) stipulates that the setting in which the conditions exist is important, culture is not included as one of the conditions in the framework.

It is important to note that like the CBAM model, Ely's framework does not explicitly explain how the effectiveness of a training intervention could be established. One model that could effectively address this shortcoming is Kirkpatrick's four-level training evaluation model.

3.2.4 Kirkpatrick's Four-Level Training Evaluation Model

Kirkpatrick's (1994) model rests on the premise that during any training programme, it is important to establish the impact and effectiveness of the training intervention. Establishing the impact through evaluation helps the programme developers and facilitators to identify the programme's strengths and weaknesses, making it possible to make improvements to the training programme. To determine the effectiveness of a training programme, Kirkpatrick stresses evaluation on the levels of reaction, learning, behaviour, and results as reflected in Figure 3.3.

Figure 3.3: The New World Kirkpatrick Model
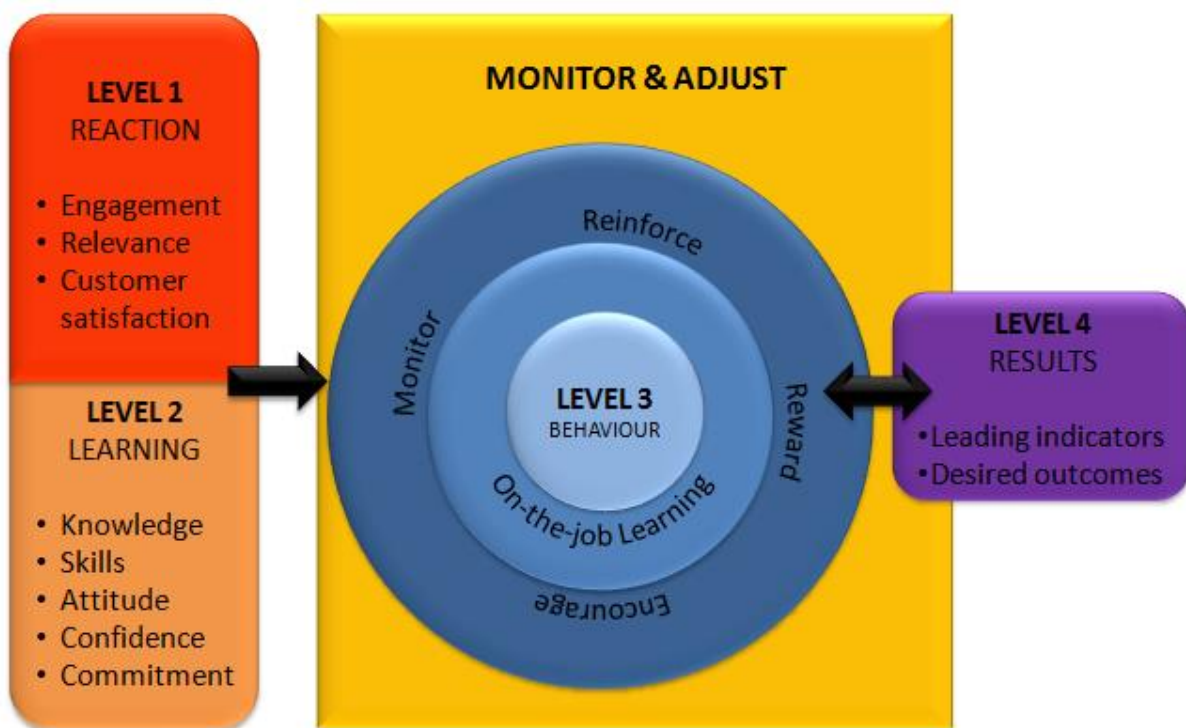
Source: Kirkpatrick (2013)

In order to determine whether the staff development programme has achieved what it was supposed to achieve in a cost-effective manner (Allen, Finkelstein & Poteet, 2009), it needs to be evaluated. According to Naidu (2007), evaluation is used to assess both student (trainee) achievement and the impact or the effectiveness of an educational programme. Allen et al. (2009) add that evaluation should not only be used to identify possible areas for improvement in the programme, but also to ensure that participants have positive attitudes towards it. Furthermore, done correctly,

74

evaluation can be used to justify the continuation or discontinuation of the programme. It is therefore important that a broad range of evidence is gathered to determine the effectiveness of the staff development programme in relation to its intended outcomes. Through evaluation, the extent to which activities have met the stated objectives can be determined.

Kirkpatrick's model identifies four levels of evaluation, namely the reaction level, the learning level, the behaviour level and the results level. At the reaction level, participants' reactions to the programme, the facilitators, activities and so forth are solicited, evaluated and reviewed if need be. At this level, questions related to whether the participants liked the learning experience, whether they were satisfied with the activities, and whether the programme was relevant to their work are asked (Allen et al., 2009; Telg et al., 2005; Swanepoel et al. 2003). If trainees perceive a programme as relevant, they are motivated and prepared to take part in it (Markus & Ruvolo, 1990). Nevertheless, should the programme be perceived as of low relevance to the participants, it will receive a negative reaction from them. Participants will be less satisfied with it and are bound to exhibit less engagement in it. It is therefore vital to establish the trainees' reaction to a training programme. Markus and Ruvolo (1990) indicate that the less relevance the programme has for the participants, the more effort will be needed in the design and presentation of the programme. In this regard the designer and facilitators have to ensure that participants are attracted to the programme through slick design, humour and games.

With regard to evaluation at the learning level, learning is continually assessed to ascertain how well participants have mastered the core distance educational design competencies (Telg et al., 2005; Swanepoel et al., 2003). Allen et al. (2009) propose in this regard that a test of the participants' knowledge be administered before and after any instructional intervention. The authors recommend that the participants' learning should be measured soon after the training when data is still fresh in their minds. The evaluators should strive to establish whether the participants learnt what was intended to be taught, experienced what they were supposed to experience, and the extent of change in the participants in the targeted area.

Meanwhile, evaluation at the behaviour level is structured to establish whether or not training has indeed changed the work behaviour of the staff (Allen et al., 2009; Telg et al., 2005; Swanepoel et al., 2003). The institution in this case is interested in ascertaining whether or not the lecturer is able to translate the skills, knowledge, or experience gained during the training event into actual behavioural change/performance. Behaviour evaluation thus deals with the extent to which the participants are able to apply their new knowledge and the extent to which their behaviour has changed. This measurement can be done immediately or several years after the training has been completed. This is a stage where the evaluator establishes whether the trainees are able to use the acquired skills and knowledge when at work. The trainees should be able at this stage to sustain the change in behaviour, transfer their learning to another person and be aware of their change in behaviour, knowledge and skills. At this stage participants' performance is monitored to ensure that acquired knowledge and skills are appropriately used. Positive change in behaviour is rewarded, reinforced and encouraged.

Finally, at the results level, (the institutional level) the impact of the training programme on the institution/work group as a whole is assessed. This form of evaluation entails organisational level measures of success. Allen et al. (2009) conceptualise this level in terms of "bottom line" results. In the context of this investigation the evaluator should be able to ask whether staff training has resulted in an increased throughput. This is thus a form of evaluation that measures the effect of the intervention on the organisation. In a business context, results evaluation measures the key performance indicators like volumes, values, percentages, return on investments and other quantifiable aspects of organisational performance. It is important to agree with the participants in a training programme on what aspects will be measured at this level.
Programme evaluation should not be left till the end of the training session. While aligning themselves with Allen et al. (2009), Telg et al. (2005) and Swanepoel et al. (2003), Sims, Dobbs and Hand (cited in Naidu, 2007) propose a proactive framework for evaluation. Thus, to ensure that the staff development programme effectively delivers what it is supposed to, all its phases and processes, such as planning, design, and development activities, are assessed against specific evaluation criteria. In his proposed proactive evaluation framework, Naidu (2007) suggests four different forms of evaluation, namely front-end analysis, formative, summative, and

monitoring/integrative evaluation to guarantee an effective staff development programme.

Front-end analysis involves information gathering during the preparation phase of the staff the development project. The gathered information should be such that it has the best chances of meeting the expected outcomes. During this phase the context in which the programme will be offered is analysed. Stakeholders are identified, analysed and their needs are noted.

During formative evaluation, activities that take place during the design and development of the programme are assessed. Such activities entail model design validation against expected outcomes, and pilot testing of component parts of the programme with small representative samples of the potential participants. Summative evaluation, on the other hand, entails gathering of data to establish the sum impact of the programme. During this stage, activities that are carried out towards the end of the programme are examined to establish the extent to which expected outcomes have been met.

The last form of evaluation, monitoring or integrative evaluation, is designed to establish the extent to which the programme blends into the routine operations of the organisation. It comprises activities that are structured to establish how the programme is performing against expected outcomes. Data is gathered during the full implementation of the project or programme (Naidu, 2007).

While Kirkpatrick formulated the model as an evaluation model, Chyung (2008) believes that with some modification, it can be used to plan and evaluate training programmes. Chyung (2008) notes that the original model is upside down and places the two most important aspects, results and behaviour, last. Therefore the author flips the levels upside down and replaces reaction (level 1) by motivation as follows:

- **Result:** What impact (outcome or result) will improve our business?
- **Performance:** What do the employees have to perform in order to create the desired impact?
- **Learning**: What knowledge, skills, and resources will be needed?

- **Motivation**: What do they need in order to perform? (Do they see a need for the desired performance?) Figure 3.4 presents the model as both a planning and an evaluation tool.

Figure 3.4: Kirkpatrick's model as a planning and an evaluation tool

Goals (Planning)	Level of Evaluation
What is our organizational objective to improve the business?	**Results** Is the desired impact being felt?
What must the learners be able to perform in order to achieve our objective?	**Performance** Did they transfer their skills to the workplace?
What new knowledge, skills, and resources do they need order to perform?	**Learning** Did they learn the needed skills and/or use the resources they were given?
What must the learners perceive in order to learn and perform?	**Motivation** Are they motivated to learn & perform?

3.2.5 Limitations of Kirkpatrick's Model of Evaluation

The effectiveness of any training programme is influenced by several factors. According to Bates, Holton, Seyler and Carvalho (2000), Salas and Cannon-Bowers (2001), for example, the context in which training is carried out, the culture of the organisation, characteristics of individual trainees, interpersonal support in the workplace and resources are factors that could influence the effectiveness of training.

But one weakness with Kirkpatrick's model is that it projects an oversimplified model of training effectiveness; indicating that it can only be achieved by using the four levels of evaluation. It can therefore be argued that Kirkpatrick's model is an incomplete model for it omits reference to some of the major factors that influence the effectiveness of training.

While the model assumes a causal linkage between the levels, and implies greater learning and greater organisational results for the positive linkages, it is not explicit about the exact nature of causal linkages and training outcomes. In one of his works, for instance, Kirkpatrick (1994, p.27) states, "if training is going to be effective, it is important that trainees react favourably… (and) … without learning, no change in behaviour will occur" Generally, however, research, has not confirmed these linkages (Alliger & Janak, 1989). However, numerous studies have revealed that reaction evaluation barely correlates with the performance of individuals when they return to work (Bates, 2004).

Another assumption implicit in the Kirkpatrick model is that data collected at each level of evaluation is more informative than the preceding one (Alliger & Janak, 1989). This assumption of incremental importance of information creates a false perception among trainers that data collected at level four gives the *most useful* information about training programme effectiveness. Practically, however, the weak conceptual linkages in the model and the resultant data generated provide no basis for the assumption. In this study some of the underlying concepts of each model will be used to inform the proposed framework.

3.3 ANDRAGOGY AS A FRAMEWORK FOR STAFF DEVELOPMENT

Since this study focuses on adult learners, it is important that training is guided by the principles of adult learning. According to Marthur, Clark and Schoenfeld (2009), an effective professional development programme for lecturers should not only be comprehensive and systematic, but also a continuous adult learning programme supported by the principles of adult learning. Given the wide use of two-way communications technologies in ODL, the development of interactive classrooms through telephone classes, computer conferencing, face-to-face meetings and

workshops, the principles of andragogy could be used to guide both student learning and lecturers' professional development (Cercone, 2008). Popularised by Malcolm Knowles, andragogy is defined as the art and science of helping adults to learn. His theory acknowledges adult learners' need to be self-directing during the learning process, and indicates that they come to any learning event with a wealth of experience that should be taken into consideration. Adult learners are interested in learning that is structured to solve their real-life problems, and want to apply what they learn to their personal and professional lives. Adults always want to know why they are learning something before they learn. They are motivated by such things as increased self-esteem, quality of work life (intrinsic), better wages and promotions (extrinsic) (Collins, 2004).

The argument in this investigation is that each of the assumptions has implications for staff development and should be taken into consideration while designing and implementing a staff development programme for university lecturers. Table 3.3 provides a summary of all the assumptions behind adult learning.

Table 3.3: Principles of adult learning and their implications for staff development

Principle	Implication
Adults have accumulated life experiences and knowledge.	Connect life experiences and prior learning to new information.
Adults are autonomous and self-directed.	Involve participants in the learning process, serving as a facilitator and not just a supplier of facts.
Adults are goal-oriented.	Create educational programmes that are organised with clearly defined elements, clearly showing how the programme will help participants reach their goals.
Adults are relevance-oriented and practical.	Help participants see a reason for learning something by making it applicable to their work or other responsibilities of value to them.
Adults (all learners) need to be respected.	Acknowledge the experiences that the trainees bring to the learning environment, allowing for opinions to be voiced freely.
Adults are motivated by intrinsic and extrinsic	Show learners how the learning will benefit them and create a comfortable and appropriate challenging learning environment.

Principle	Implication
Adults learn best when they are active participants in the learning process.	Limit lecturing and provide opportunities for sharing of experiences, questions and exercises that require participants to practise a skill or apply knowledge.
Not all adults learn the same way.	Accommodate different learning styles by offering a variety of training methods (e.g. group discussion, role-playing, lecturing, case studies, panel/guest expert, games, structured note-taking, individual coaching, demonstration, and variation in media used) and by using visual, auditory, and kinesthetic techniques.
Adults learn more effectively when given timely and appropriate feedback and reinforcement of learning.	Provide opportunity for feedback from self, peers and instructor.
Adults learn better in an environment that is informal and personal.	Promote group interaction.

Source: Adapted from Collins (2004)

The assumptions as reflected in Table 3.3 are explained in detail in the sections that follow.

3.3.1 Adult Learners are autonomous and self-directing

Adults have a strong urge to be self-directing, to take charge of their developmental needs and control their learning processes. Unlike children, adult learners respond to strategies that are more inductive than instructive, and more suggestive than substantive. Furthermore, they expect different outcomes from their learning experiences than children and youth. Typically, adults examine the quality of their learning in terms of relevance, the emergence of new perspectives, and the potential for professional success (Collin, 2004; Knowles, Holton, & Swanson, 2005), and emphasise the importance of successfully using the newly learned information and demonstrating the impact of their learning.

With regard to autonomy, andragogy assumes that adults possess certain attributes that are attached to the related concept of "adulthood". Such attributes entail autonomy and independence. It is these two attributes of autonomy and independence that

reinforce their urge for self-determination and the need to be self-directing. One lesson a staff development practitioner could learn from this is that adult learners treasure to be treated as adults and should be treated as such during any staff development sessions. Offending any aspect that constitutes their adulthood is bound to ignite anger against the facilitator, negatively impacting on the learning/teaching experience (Knowles et al., 2005; Marthur et al., 2009).

It is important to note here that all lecturers who participate in staff development activities are adults by definition. This implies that any staff development approach should affirm their autonomy, independence, self-reliance and encourage self-directed learning. According to Gravett (2001), the facilitator has to ensure respect for the learners, negotiate with them, and ensure dialogue and cooperation during the training. In line with Gravett (2001), Cercone (2008) advocates for active involvement of the trainees in the training process. It is through such an approach that independency, responsibility and self-directed learning can be achieved. During the process of training, the trainer assumes the role of a facilitator and thus engages in the following activities:

- Plans the course environment, allowing the trainees responsibility for leadership and group presentations.
- Summarises key points of units.
- Provokes thinking, stimulates recall, and challenges the trainees' beliefs (Cercone, 2008).

3.3.2 Adult Learners bring a Wealth of Life Experience to Learning Events

As indicated earlier, one of the assumptions that underlie andragogy is that during an adult person's lifespan, they accumulate a growing pool of experience. According to Erasmus et al. (2012), the experiences could be work-related, attached to family responsibilities or related to previous education. This experience serves as a rich resource for teach (Knowles et al., 2005). Though the experience varies from individual to individual, it holds several implications for professional development. The staff development practitioner has to be aware that lecturers come to training sessions with experience that is intricately intertwined with their identities as adult learners.

Such trainees will benefit most when facilitators provide them with opportunities to incorporate those experiences into the new learning experiences. It is important that the facilitator solicits, harnesses and uses the adult learners' accumulated experiences as a resource to support the new learning (Murthur et al., 2009; Collins, 2004).

In view of the adult learners' vast educational and life experiences, the trainer should adopt facilitating techniques designed to bring such experience to the fore (Knowles et al., 2005). Learners' prior knowledge affects how they perceive and understand the world and plays a critical role in their construction of new understanding (Murthur et al., 2009). Gravett (2001) cautions that if such experience is devalued or ignored, the trainees may feel rejected. This means that the trainer should endeavour to utilise and affirm that experience. Erasmus et al. (2012) indicate that the facilitator should try as much as it is practically possible to link the new content or skill to the learners' existing knowledge or experience. This is vital, especially in light of the constructivist perspective of learning where trainees construct own knowledge and transform their understanding as they interact with their environment.

The question that now arises in this regard is, how does the facilitator of a programme use and affirm the adult learners' accumulated experiences? Cercone (2008) and Gravett (2001) recommend that if it is to be successfully done, the facilitator's strategy should be structured first and foremost to explore the lecturers' existing knowledge. This is possible when the lecturers being trained are invited to explain their current understanding of the learning content in question. Such an invitation could be in the form of a question in the workbook or could be verbal. Participants in the session could thus be asked to make predictions about possible solutions to a given problem based on their past experience.

Secondly, it is important that the facilitator links new learning content to the lecturers' existing knowledge. Thus, participants are invited to identify connections between what is being taught and their prior experiences. Participants may also be required to link current learning activities to their current activities at work, home or in their communities (Collins, 2004).

Thirdly, it is vital that the facilitator encourages and assists the lecturers to reflect on their existing knowledge and what could hinder present learning. Baskas (2011) observes the importance of encouraging reflection during training. Reflection assists the trainees to identify the flaws or gaps that may be contained in their prior perspectives. Through the process of reflection such flaws are identified and challenged. This enables reconstruction of the trainees' understandings. It is therefore important that the facilitator provides the participants with opportunities to reflect on their convictions and misconceptions. During the course of the training the facilitator should also be able to stimulate uncertainty, ambiguities and doubt among the participants with the aim of sparking debate.

To ascertain the lecturers' level of skills and knowledge, the fourth phase involves carrying out a needs assessment and encouraging participants' self-assessment prior to the commencement of the training. Such assessments help the facilitator to identify the gaps between the learners' desired and current knowledge. Because learning is a social and interactive process (Sessoms, 2008), it is necessary for the facilitator not only to involve trainees in diagnosing their own needs, but also to encourage them to actively participate in groups, and work towards group goals. This makes it possible for trainees to learn from each other.

In spite of the contents of the preceding paragraph, Knowles et al. (2005) warn that adult learners' experience can at times serve as a hindrance to learning. This is in light of the fact that convictions, attitudes and patterns of thinking held by an adult could be so engrained that it may be difficult to change these. This makes it difficult for the participants in a training programme to learn new ways of thinking and doing things.

3.3.3 Adults are practical and relevancy-oriented

Adult learners' readiness to learn is closely related to the developmental tasks of their social roles. Erasmus et al., (2012) notes in this regard that adults are ready to learn when they experience the need to learn. They always look out for learning opportunities that will contribute to making their lives more successful. This means that professionals who are committed to life-long learning are eager to develop a diverse set of competencies that enable them to meet the demands of their profession and to

better their lives. They expect the newly acquired learning to enable them to see things differently, to think differently, and to act differently. The enrichment provided by new knowledge and skills gained through effective professional development increases their own self-awareness and the responsibility they feel for their own learning. They rate facilitators who are enthusiastic about the topic as effective and knowledgeable (Knowles et al., 2005).

In the context of this investigation, lecturers as adult learners are bound to view professional development experiences as positive if such experiences are meaningfully presented and if they are presented to equip them with skills and knowledge that are relevant to their world of work. The experiences should be organised in such a way that the new information matches their previously stored information, and the objectives are presented at a pace that allows mastery.

Since one of the reasons for adults to seek education is to address their needs/problems (Erasmus et al., 2012), it is important that programmes are designed to address the needs of both the institution and the lecturer. But programmes that are designed to specifically meet the adult learners' needs could condemn those very learners "to staying within their own familiar and comfortable, but narrow ways of thinking and acting" (Gravett, 2001, p. 11).

It is therefore important that as they try to meet the participants' needs, facilitators take them (the participants) beyond where they would like to be, while acknowledging and recognising what they want to be (Apps cited in Gravett, 2001). This implies that the process of determining the learning needs should be a negotiated one between the involved parties and should also include employers in cases of work-related learning programmes (Cercone, 2008). The programmes should thus address the felt needs of the participants and the prescribed needs as contained in the educational programme. While the prescribed needs are always clear at the commencement of the programme, participants' felt needs have to be elicited through a needs analysis (Cercone, 2008). Through such an analysis, the gap between the participants' current knowledge/skills and the knowledge/skills they want to have is identified and addressed.

3.3.4 Adult Learners seek to use the acquired Knowledge/Skill immediately

Adults seek knowledge and skill for immediate use. This means that the adult learner requires more problem-centred than subject-centred learning. Problem-centred learning activities expose the learners to opportunities to get in-depth knowledge and develop critical and creative thinking skills, skills that are needed in their day-to-day living (Erasmus et al., 2012; Knowles et al., 2005). Problem-centred learning provides a framework through which the past, present, and future perspectives or trends, problems, events, and phenomena can be explored. Learners participate in learning programmes with a view to acquiring and extending their skills to cope with the tasks and problems being experienced. They want to experience the immediate usefulness of the acquired knowledge.

Adults usually know what they want to learn, and want to learn what is relevant to their social roles. Their participation in educational activities arises from the challenges they encounter in their social, vocational or work environments. According to Cercone (2008), to achieve this, participants' needs must be identified in advance and the delivered content should be made relevant to such needs. Making content relevant and thus addressing learners' need for immediacy entails the following:

- Giving learners activities and assignments that they relate to. Thus in the assigned tasks real situations and events that have bearing upon the learners' life world should be used.
- Giving authentic tasks that are connected to their life worlds, and opportunities to solve such tasks in groups. It is vital to ensure that the given assignments reflect the maturity level of the participants and encourage application of what is learnt drawing learners' attention to the application value of the content that is taught and inviting them to discuss how the new learning could be used or applied.
- Giving frequent feedback to the learners about their performance (Cercone, 2008; Gravett, 2001).

3.3.5 Adult Learners' Motivation to learn

Though adults are motivated by both internal (intrinsic) and external (extrinsic) factors to learn (Collins, 2004), Erasmus et al. (2010) assert that the motivations are largely intrinsic. The dominant unsatisfied needs in their lives are for self-esteem, achievement, competence, self-confidence, and self-actualisation. It is important in this regard for the facilitators of learning to know what type of learners they are dealing with. Learning is likely to be more successful if it is directed towards recognition, self-actualisation or any factors that could have prompted the learners to participate in the programme. Collin (2004) indicates that it is important that the learners are informed in advance how the training will benefit them.

3.3.6 Adults prefer problem-centred learning

An adult is more of a problem-centred learner than a content/subject-centred learner. The learners should therefore be given opportunities to test their learning as they progress with the course. In this regard the instructor should facilitate application of concepts to tasks or problems. The training sessions and tasks given need to be as practical as is practically possible and the benefits to be derived from such assignments should not be questionable (Tubarks, 2011). Thus it should be clear to the participants that the assignments are designed to prepare them to manage their world of work or to execute their social responsibilities effectively. The level of difficulty of the given assignments should be moderate. Such tasks should be challenging but not too challenging to avoid learners' frustration and discouragement. Creating problem-centred learning experiences could take any form or a combination of the following (Gravett, 2001):

- Presentation of an ill-defined problem or scenario that engages students in an in-depth investigation of one aspect of the topic.
- Asking the students to explore the content of a unit of study from a new perspective.
- Focusing on incomplete information.
- Posing a dilemma during the study of a traditional topic.

3.4   SYNTHESIS

This chapter presented a conceptual framework that guided the exploration of teachers' experiences with regard to staff development; it also examined the possible frameworks that could guide staff development for innovative teaching and learning. The CBAM was presented as a change model that could be used to establish teachers' experiences while guiding the formulation of an appropriate staff development framework. Two other models, namely Ely's framework and Kirkpatrick's model of training evaluation, were discussed; their weaknesses and strengths were identified as starting points to create a richer framework for staff development in ODL. The chapter was presented against the backdrop that designing and conducting staff development programmes must be based upon some theory or principles since staff development practitioners require the best guidance possible in their effort to design and present effective programmes. Indeed, based on their relevancy to the Unisa context, the concepts and training strategies as posited in the models and the theory discussed in this chapter will be synthesised into a staff development frame work that could guide training.

CHAPTER 4
RESEARCH DESIGN AND METHODOLOGY

4.1   INTRODUCTION

The literature as explored in the first three chapters described some pedagogical approaches to teaching using technologies and conceptual framework for thinking about staff development. These approaches and concepts were used as a framework against which the opinions, experiences, views and perceptions of the lecturers with regard to staff development were interpreted. This chapter focuses on the research design and the methods that were used to collect and analyse the data. A qualitative research design of a descriptive phenomenological genre as posited by Giorgi (2009) was used. But first the chapter explores the general qualitative research design before turning its attention to phenomenology as a qualitative research genre. There are several strands of phenomenology, and in this instance descriptive phenomenology guided the study. This chapter also discusses the sampling, data collection and data analysis that were carried out according to the dictates of a descriptive phenomenological study. Issues pertaining to trustworthiness of the study and ethical considerations that were observed are also discussed. Apart from explaining and justifying the design of the study and the instruments used in data collection, this chapter reiterates the research questions as stated in chapter one.

4.2   RESEARCH QUESTION

This study was guided by the following research question:

What are the experiences of the Unisa academics with regard to staff development?

Exploration of this question assisted in the identification and description of lecturers' experiences and perceptions regarding staff development at Unisa. It was also possible to identify the essential components of a staff development programme as

perceived by the participants. The exploration was done following a qualitative research design**.**

4.3 THE QUALITATIVE RESEARCH DESIGN

A research design is a detailed plan showing how a researcher intends to conduct the research. It is a plan for collecting and utilizing data so that the purpose of the investigation can be achieved. There are two types of research designs, namely the qualitative and quantitative research designs. According to Babbie and Mouton (2001), a design serves as the blueprint that indicates how the investigation is carried out. Henning et al. (2004) and Morse, Barrett and Mayan (2002) view a research design as a strategy that shows how the researcher intends to solve the central research problem in the investigation. The design does not only give the overall structure for the procedures that the researcher intends to follow but it also gives an indication regarding the type of data to be collected, and the methods employed to analyse the data (Creswell, 2008; Yin, 2009).

There is a dichotomy between the use of the quantitative and research methodology. Quantitative designs are still viewed as the core of evidence based research (MacPherson & Leydon, 2002) and are mostly dominant in the medical culture. While qualitative research is seen as soft, flexible, political, case study based, speculative, and grounded (Silverman, 2006), quantitative research is thought of as hard, fixed, value-free, survey-based, involving hypothesis testing, and abstract and therefore better than qualitative research. It should, however, be noted that there is a link between the research design and the research problem (Henning et al., 2004). The choice of a qualitative design in this study was influenced by the need to collect relevant data to bring to the fore and describe the lecturers' subjective experiences with regard to staff development.

It was the researcher's conviction that a qualitative design would enable the collection of qualitative data to discover the natural flow of events and processes concerning staff development at Unisa and how participants interpreted them (Henning et al., 2004). Furthermore, according to Trochim and Donnelly (2008), a qualitative design enables the collection of relevant information that in this study will help to develop a

deeper understanding staff development at the institution in question. Henning et al. (2004) add that this form of research is not only descriptive but also interpretive. Individuals are studied in their natural environment, thus enabling researchers to understand how they live, talk, behave and what their words and behaviours mean to them. Creswell (2005) observes that through qualitative research, researchers are able to gradually make sense of a social phenomenon.

According to Henning et al. (2004), qualitative research designs aim at creating understanding from data as the analysis proceeds. Unlike quantitative studies, qualitative investigations are usually in-depth inquiries that are conducted in settings bound by the theme of the inquiry. Using the collected evidence and the explored literature, qualitative researchers explain phenomena in argument form without restriction as is the case in quantitative studies. Thus while quantitative research designs pre-empt other ways of looking at phenomenon, qualitative research designs enable the researcher to capture multiple realities and views as expressed by the participants (Trochim & Donnelly, 2008; Yin, 2009). In a way participants have a more open-ended way of presenting their views and demonstrating their actions.

By its very nature, qualitative research is inductive and descriptive. It is inductive in the sense that the researcher starts with observed data in a particular situation and then develops a generalisation between the observed objects. This means that data is collected to build concepts, hypotheses, or theories from observations and intuitive understandings. It is descriptive since the researcher is interested in the process, meaning and understanding, through words and pictures and not numbers (Creswell, 2005; Imel, Kerka & Wonacott, 2002). While in agreement with the above, Henning et al. (2004), Creswell (2008) and Yin (2009) add that qualitative research is not only interpretative but also humanistic, interactive, holistic and discovery-oriented. It is interpretative because it aims at understanding and interpreting the meaning and intentions that accrue to every human action; and holistic since it focuses on the whole, seeking to understand phenomena in their totality. How the above explored characteristics are applicable to this study is shown in Table 4.1.

Table 4.1: Characteristics of qualitative research and application to this study

Characteristics of qualitative research	Application to this study
Qualitative inquiry occurs in natural settings, typically examining a small number of sites, situations or people over an extended period of time.	This study adopted the University of South Africa as the unit of analysis.
Qualitative inquiry has an interpretive character. The data derives from participants' perspectives, and researchers attempt to understand the world from participants' frames of reference and the meaning people have constructed of their experiences.	Multiple views of participants were obtained through interviews to establish their perceptions with regard to staff development at Unisa and its relationship with innovative teaching and learning.
Reporting is rich with quotations, narration, and detail what is referred to as "thick description".	The language of the participants was explored through content analysis of interviews and the findings are supported and illustrated with the participants' own words.
Researchers are themselves the instrument for data collection and analysis through observing, participating and interviewing. The researchers acknowledge and monitor their own biases and subjectivities and how they colour the interpretation of data.	The author was a participant in the setting and his experiences, values and objectives precipitated the study and provided a focus for the study's outcomes. To avoid data contamination he acknowledged his biases right from the start so that they could be managed.
Typical techniques are observation, field notes, archival records of events or perspectives (in order to confirm, supplement, or elaborate on primary sources), interviews, and questionnaires.	The researcher in this case made use of field notes and interviews.
The process is inductive; data is collected to build concepts, hypotheses, or theories from observations and intuitive understandings.	Data was collected and analysed, and findings were derived through the researcher's immersion in the data, identifying patterns as they emerged in order to provide rich descriptions of the observations (Gilgun, 2001).
The process is flexible; research designs can be changed to match the dynamic needs of the situation.	The qualitative research design was used as a starting point to guide the study but specific steps involved were refined and adjusted as the study proceeded in order to answer the research question.
The research problem typically: • is related to lack of theory or previous research; • may be derived from the notion that existing theory may be inaccurate, inappropriate, or biased; • may be based on the need to describe phenomena or develop theory; or	This study was designed to explore and understand the experiences/perceptions of the participants with regard to staff development for innovative teaching and learning and to formulate a framework that would guide staff development at Unisa.

Characteristics of qualitative research	Application to this study
• May involve phenomena that are not suited to the use of quantitative measures.	

Source: Adapted from Imel, Kerka & Wonacott (2002, p.1)

While there are some general characteristics of qualitative research design that apply to all approaches and methodologies, there are a number of different methods within the qualitative paradigm which researchers can choose from to find the best method suited to their research questions. This study is a direct investigation of staff development as experienced by Unisa lecturers. It seeks to understand how the lecturers construct meaning from their staff development experiences. Therefore, based on the research question and the aim of this study, a qualitative research design of a phenomenological genre as posited by Giorgi & Giorgi (2003, 2009) was chosen. The next section explores the phenomenological research approach in general before examining Giorgi & Giorgi, 2003 phenomenology and how it was used in this study.

4.3.1 Phenomenological Research

In order to explore and understand the lived experiences of the Unisa lecturers with regard to staff development, the phenomenological research approach was used. A phenomenological investigation seeks to understand participants' perspectives and experiences. The researcher often has a significant personal interest in the phenomenon under study as well. Once a phenomenon is selected, the researcher engages in much the same process as used in ethnographic study. Phenomenologists may study a few subjects who are purposefully selected. With regard to data collection, semi-structured in-depth interviews are normally used as data collection instruments. The researcher and subjects must work rather closely together to collect data. As far as data analysis is concerned, the researcher must search interview transcripts to locate "meaningful units" which are small bits of text that are independently able to convey meaning. Phenomenologists then search for themes and patterns, not categories, by logically linking these "meaningful units." Once the findings are arrived

at, the researcher communicates the findings through detailed narratives. Such narratives explore themes and patterns which emerge from the data analysis and reduction. These themes and patterns are then placed within the context of virtually all instances of the phenomenon under study (Groenewald, 2004; Mertens, 2005).

As a qualitative research genre, phenomenology research focuses on the subjective experiences of research participants, seeking their perceptions and the meanings they attach to a phenomenon or experience (Mertens, 2005). According to Forinash and Grock (2004), phenomenological investigations allow researchers to study phenomena as "wholes" as opposed to fragmented entities. Groennewald (2004) notes that in phenomenology, the researcher does not only describe the phenomenon accurately, but also refrains from any pre-given frameworks, and remains true to the facts. Phenomenologists are thus focused on understanding social and psychological phenomena from the respondents' perspectives. Apart from this, phenomenologists are also interested in understanding how ordinary members of society attend to their everyday lives (Gubrium & Holstein, 2000). Maypole and Davies (2001) indicate that researchers who opt for phenomenology as a form of qualitative research are interested in the participants' lived experiences.

But like qualitative research, phenomenology as a methodology has got different dimensions all of which stem from different traditions. Omery (1983) for instance describes Spiegelberg's six types of phenomenology, which include descriptive phenomenology, phenomenology of essence, constitutive phenomenology, reductive phenomenology, phenomenology of appearances and hermeneutical phenomenology. According to Speziale, Streubert and Carpenter (2011, p.60), descriptive phenomenology refers to "direct exploration, analysis, and description of a particular phenomenon, as free as possible from unexamined presuppositions, aiming at maximum intuitive presentation." On the other hand, phenomenology of essence entails examining collected data in search of common themes and (essences) to establish patterns of relationships shared by phenomena. With regard to constitutive phenomenology, phenomena are studied as they become established or constituted in peoples' consciousness. This means that phenomena take shape in people's consciousness as they advance from first impression to the full picture of the structure (Speziale, Streubert & Carpenter, 2011). As far as reductive phenomenology is

concerned, the researcher continuously deals with personal biases, assumptions and presuppositions during the process of data analysis with the aim of obtaining the purest description of the phenomenon being studied. Meanwhile, phenomenology of appearance entails focusing attention to the ways phenomena appear with the aim of explaining how they unfold. Finally, hermeneutical phenomenology is interpretive. It focuses on interpreting meaning in the phenomenon that is concealed (Holloway, 2005; Speziale, Streubert & Carpenter, 2011).

It is beyond the scope of this study to give a detailed description of each type of phenomenology as mentioned above. But suffice to mention is that methods prescribed by each of the dimensions tend to overlap, and that each of the dimensions is built from the different traditions of phenomenology as epitomised by the works of Edmund Husserl, Martin Heidegger and Hans-Georg Gademer, the three great philosophers of the 20th century.

4.3.2 Different Traditions of Phenomenology

a) Edmund Husserl's phenomenology

Often referred to as the father of phenomenology, Husserl, a mathematician philosopher, attempted to develop a philosophy for phenomenology that covered the basic rules of experience (Laverty, 2008). Husserl (1917/1981) argued that the essential rules of experience were embedded in one's consciousness and therefore phenomenology was equated to the study of human consciousness. Husserl was therefore interested in what he called the "stream of consciousness" experiences. Husserl's phenomenology has therefore been conceptualised as the study of consciousness that entails explaining the meanings discovered during the study. Its key notion is that it is intentional; intentionality being the major component of consciousness (Husserl, 1917/1981). While studying phenomena Husserlians thus start by identifying the characteristic features of an object in one's experiences (Husserl, 1907/1964). The identification is then followed by a form of inductive generalisation that is informed by past and present experience, consequently identifying the knowledge of essences (Husserl, 1907/1964).

Husserl (1917/1981) maintained that it was possible to rigorously and systematically study one's experiences as embedded in one's consciousness. The aim of phenomenology in this regard is to explore individuals' experiences (uncontaminated) as embedded in their pure consciousness. Such experiences are retrieved entirely from individuals' pure reflection on phenomena. According to Husserl, pure reflection is devoid of any outside influences or experiences as it focuses entirely on those pure experiences as recorded in an individual's pure consciousness (Husserl, 1917/1981).

Husserl's phenomenology therefore, examines phenomena as they appear in one's consciousness, within the context of one's life world. Husserl (1970) defines a life world as what individuals experience pre-reflectively. In many cases such experience includes what is taken for granted or those things said to be common sense. Phenomenological studies focus on and re-examine those taken for granted experiences, while at the same time uncovering new or even forgotten meanings (Laverty, 2008). Such studies describe the essences of individuals' pure lived experiences as retrieved from their pure consciousness; paying attention to the respondents' experienced meanings as opposed to their hidden actions or behaviour (Polkinghorne, 1989).

Acting consciously means acting intentionally since intentionality is a major part of one's consciousness. Husserl (1907/1964) noted that an intentional act is always directed towards an object and is characterised by two types of experiences- the "noematic" (what we experience) and the "noetic" (how we experience) experiences. What an individual experiences is related to their own personal cognitive and affective elements. Such elements limit the extent to which individuals share experiences. On the other hand, how an individual experiences a phenomenon gives meaning to that specific phenomenon (Husserl, 1907/1964). Phenomenology seeks to describe both the noematic and noetic experiences.

It can thus be seen that Husserl's phenomenology is characterised by three major ideas. It maintains that the only thing individuals are certain of is their own consciousness and knowledge building starts with this consciousness awareness (intentionality) (1907/1964). Secondly, a genuine phenomenological inquiry is a matter of describing and begins with an examination of our mental processes to eliminate all

the assumptions related to causes, consequences and the wider significance of a phenomenon (essences). Lastly, Husserl assumed as a first step in his approach the view that all preconceived notions and prejudices about a phenomenon being studied to be identified, recorded and put aside (phenomenological reduction) (Polkinghorne, 1989; Edie, 1987; Koch, 1995; Laverty, 2008).

b) Martin Heidegger's existential phenomenology

Building on the works of Husserl, was Heidegger (1889-1976), another German philosopher. Like Husserl's phenomenology, Heidegger's phenomenology (also called hermeneutic phenomenology) was also concerned with human experience as it is lived (Laverty, 2008). But while Husserl focused on understanding beings or phenomena, Heidegger focused on *Dasein* (the mode of being human or the situated meaning of a human in the world) (Wilson & Hutchinson, 1991). This means that Husserl was interested in how human beings perceived and thought about the world in which they lived; and maintained that humans were primarily understood as knowers. On the other hand, the purpose of hermeneutic phenomenology was to uncover "Being" or *Dasein,* a German word meaning "being there"(Wilson & Hutchinson, 1991)

In Heidegger's branch of phenomenology it is therefore important to investigate the status of the inquirer and his "being in the world" or *Dasein*. This is important since investigation of the inquirer and his reasons for being, bring to the fore his/her historically lived experience, culture, background or situatedness in the world (Laverty, 2008). These are lenses through which one views and constructs meaning of the world around one. Hermeneutic phenomenology therefore is based on the premise that the world shapes us just as we shape the world. Thus "meaning is found as we are constructed by the world…while at the same time we are constructing this world from our own background and experiences" (Laverty, 2008, p. 8). Therefore in any phenomenological inquiry one has to account for the researcher's background, culture and history, fore structures that cannot be done away with and yet they influence the way we interpret the world around us.

Thus though Heidegger was influenced by Husserl, he objected to the idea of an individual being separated from the world he lived in (Schacht, 1972). For Heidegger, *Dasein* or being in the world comes first before thinking about the world. Therefore

phenomenology as posited by him explores the meaning of being in the world, focuses on phenomena as experienced by individuals, examines the way we relate to each other and the way individuals live (Heidegger, 1927/1962). This means that, according to Heidegger's existential phenomenology, human existence in the world can be phenomenologically studied as a single phenomenon that consists of different structures (Polkinghorne, 1989). Maintaining that to be human was to interpret, Heidegger (1927/1962) argued that man's relationship with phenomena is through lived experience, and to understand that experience calls for interpretation. Every encounter therefore entails some form of interpretation which is influenced by one's background, culture and history (interpretative influences).

Through the interpretative process, Heidegger's phenomenology endeavours to bring about understanding of phenomena and to disclose them. Through written or verbal communication, visual arts or music, individuals and the world they live in are meaningfully bonded together. Existential phenomenology therefore gives a detailed description of how specific cultures, families and individuals organise their worlds since they have shared meanings (Heidegger, 1926/1967). This contracts Husserl's phenomenology, which merely focuses on the structure of the life world. It is indeed because of this position that Heidegger's existential phenomenology is often called ontological phenomenology (concerned with being); whilst Husserl's transcendental phenomenology is referred to as epistemological phenomenology or phenomenology concerned with knowledge (Schacht, 1972; Laverty, 2008).

c)   Hans-Georg Gadamer's phenomenology

A student of philosophy in the 1920s, Gadamer was influenced by the works of both Husserl and Heidegger. As a result, he decided to extend Heidegger's work into practical application. His argument was that Heidegger's phenomenology did not develop procedures for understanding phenomena (Gadamer, 1960). On the contrary, the procedures were meant to clarify further conditions in which understanding itself takes place. He posited that, "Hermeneutics must start from the position that a person seeking to understand something has a bond to the subject matter that comes into

language through the traditional text and has, or acquires, a connection with the tradition from which it speaks" (Gadamer, 1960, p.295).

As language is the universal medium in which understanding occurs, Gadamer (1960) agrees with Heidegger that language and understanding are inseparable structural aspects of human "being in the world." While he agrees that understanding is as a result of interpretation, Gadamer (1960) goes further to explain what he conceptualises as interpretation, indicating that it is the fusion of horizons (a range of vision that includes all that is seen from a particular vantage point). Interpretation is also looked at as an interaction between the researcher and the meaning of the text. Thus a researcher with a horizon is able to dialectically interact with the data while at the same time seeing far beyond what the data shows. On the other hand, with a limited horizon one does not only confine oneself to what is explicit in the data, but also overvalues what is nearest at hand (Laverty, 20080). Gadamer's phenomenology thus emphasises the inseparability between understanding and interpretation in addition to maintaining that interpretation is always an evolving process. This means that Gadamer's phenomenology takes on a special role in the researcher's interrogation of data as questioning is a vital aspect of the interpretive process. Questioning does not only widen the researcher's horizon but it also facilitates understanding.

In his deviation from Husserl, Gadamer touches on the issue of bracketing. He contends that the methods used in phenomenology research are not totally objective, separate or value-free from the researcher. He views bracketing as impossible and absurd. To an extent therefore his phenomenology supports prejudice as a condition of knowledge that determines what we find intelligible in any situation. This means that the way one understands phenomena is also influenced by one's history, background and culture – aspects that play a positive role in the search for meaning (Gadamer, 1976; Laverty, 2008).

d)   Giorgi's phenomenological psychology

Basing his methods on the works of the earlier philosophers like Edmund Husserl and what he had learned from his professional experience in psychophysics, Giorgi's phenomenological approach rests on the principle that the researcher must remain

true to the facts and how they reveal themselves (Giorgi, 2009). As a result, he developed his own method to aid data analysis (Giorgi, 2009; Wertz, 1985). Like the different strands of phenomenology presented above, Giorgi's phenomenology focuses on capturing as accurately as possible ways in which phenomena is experienced (Giorgi & Giorgi, 2003; Giorgi 2009). In his approach the researcher is interested in unearthing the psychological meanings that make up the phenomenon in the participants' real world. In order to do so, Giorgi believes that the researcher should be able to study and find out how individuals describe their experiences in the contexts where they live (De Castro, 2003). The major focus of Giorgi's phenomenological psychology is therefore the individual's lived experiences. In trying to bring such experiences to the fore, the researcher discerns the essence of the phenomenon (Giorgi & Giorgi, 2003, Giorgi, 2009).

In developing his method, Giorgi situates himself within the context of philosopher Merleau Ponty who argues that phenomenology is best understood in the light of a phenomenological method which is descriptive and qualitative, has elements of reduction, searches for essences, and focused on intentionality (Giorgi & Giorgi, 2003; Giorgi, 1985). He espoused a phenomenological perspective where researchers bracketed their own assumptions pertaining to the phenomenon being studied to avoid data contamination. He also envisaged a method that was both descriptive and interpretive, but where the researcher avoided theoretical or speculative interpretation (Giorgi & Giorgi, 2003; Giorgi, 2009). They argued that interpretation could occur to various extents during the different phases of the research but only as it related to implications of the results and not meaning of the participants' experiences. Because descriptive phenomenology is neither deductive nor inductive, Giorgi & Giorgi, 2003; and Giorgi, (1985) posited that in order to get a sense of the participants' experiences, the researcher should intuit. According to Speziale, Streubert and Carpenter (2011, p.54), "intuiting is a process of thinking through the data so that a true comprehensive or accurate interpretation of what is meant in a particular description is achieved."

In addition to intuiting, Giorgi reveals that strategies like bracketing, analysing, and describing data have to be used in descriptive phenomenology. In the process the researcher gets familiarised with the data, is able to break down the descriptions into manageable units, group such units in clusters of meaning units and transform the

units into descriptive expressions; finally integrating the researcher's insight about the transformed meaning to make a final consistent description of the respondents' experiences (Giorgi & Giorgi, 2003; Giorgi, 2009). How these strategies were used in this study is explained in detail in chapter 5.Reflecting on Giorgi's phenomenological method, Lisa Whiting draws out the central tenets of the method as follows (see Table 4.2):

Table 4.2: Central tenets of Giorgi's phenomenological method

- Quality of data, rather than quantity is emphasised. The participant is a fellow human being of equal status from whom cooperation is sought. The phenomena can only be known through its varied manifestations as revealed through others certainly through repetition of observations or experiments are not feasible. The aim of the study is to arrive at meanings. Explication is used to reveal the phenomena under question.
- "Within the method of explication one tries to understand the actual context within which the facts emerge." (Giorgi, 1970). It is therefore imperative that scripts are contextually studied to see what is common or typical about the context that would allow the facts to appear. Facts identified by participants may be different, but may be related in a significant way (Giorgi, 1971).
- The focus of the study is not to determine reactions to situations or experiments but to meet the intentions of the research (intentionality).

Source: Whiting (2000, p.63)

Because the researcher was guided by Giorgi's method of descriptive phenomenology, all the central tenets as given in Table 3.1 were adhered to.

Other considerations that influenced the researcher to use Giorgi's method are as follows:

- It focuses on descriptions of experiences and follows the Husserl tradition.
- It is more understandable and applicable to this study.
- It does not require adherence to certain fixed criteria like large samples as is the case with quantitative research (Van Kaam, 1966).
- Many other researchers have used the method with great success.

It is an improvement on Husserl's phenomenological approach and it includes a data analysis process (Whiting, 2000).

4.4   SAMPLING

To answer the research question, data was collected from a sample of lecturers who undertook an online professional development course. According to Kumar (2005), sampling can either be random (probability) or non-random (non-probability). While random sampling accords all individuals in the population an equal chance to be included in the study, individuals in a non-random sample are selected depending on a number of other considerations. For example, the population may not be known or the researcher might find it difficult to individually identify the participants. Depending on the research design and the purpose of the investigation, non-random sampling could take the form of quota sampling, accidental sampling, snowball sampling, purposive sampling, and mixed sampling which is a combination of both random and non-random sampling designs.

It is beyond the scope of this investigation to give detailed explanations of each type of sampling mentioned above. Suffice to say, however, that while quantitative researchers normally employ probability sampling in their investigations, non-probability sampling is normally used by qualitative researchers. Kumar (2005) indicates that qualitative researchers work with small samples of people situated in their context.

In this investigation, the quest to locate the relevant respondents and secure relevant data to answer the research question focused on all Unisa lecturers who had attended virtual learning environment (VLE) training offered by the university. The university has six colleges, namely the Colleges of Agriculture and Environmental Sciences, Economic and Management Sciences, College of Human Sciences, College of Law, College of Accounting Sciences and the College of Science, Engineering and Technology. All lecturers in these departments are required to implement Unisa's ODL model which revolves around delivering learning online.

In order to find lecturers who were willing to give their time to participate in this study, the researcher used purposeful sampling. This is a form of sampling where

participants are deliberately selected to provide important information that is required to answer the research question (Gall, Gall & Borg, 2007). Purposeful sampling was combined with reputational selection, or participants "chosen on the recommendation of an 'expert' or 'key informant.'" In this case the researcher drew from others' expertise in choosing participants since these experts had information the researcher was not privy to. Purposive sampling was appropriate in this investigation because the sample members had to meet specific criteria (Trochim & Donnelly, 2008). The criteria required for this study included (a) continuous employment with the university, and (b) having been involved in professional development activities over the years.

The researcher's first step with regard to sampling was to contact his supervisor who introduced him to the head of the training unit at the university and the various facilitators. The facilitators had direct contact with the lecturers who were undergoing or who had undergone training. With their assistance as key informants, only those lecturers most suitable to provide the data that was required to answer the research question were included in a sample of six. (Groenewald, 2004; Henning et al., 2004). The sample used in this investigation was thus selected in a deliberative and non-random manner to seek out only respondents who had the best knowledge and experience in the area of investigation (Groenewald, 2004).

4.5   DATA COLLECTION PROCESS

To obtain information about the lived experience of a phenomenon, traditional face-to face interviews can be conducted or the researcher can ask for a written account of the experience (Giorgi, 2009). While there is no prescriptive quality to a good interview, according to Giorgi (2009, p. 122), "What one seeks from a research interview in phenomenological research is as complete a description as possible of the experience that a participant has lived through." Since the face-to-face interview is often longer and richer with regard to nuances and depth (Englander, 2012), the researcher in this study opted for this method. Thus, in order to solicit and document the respondents' experiences, data collection followed Giorgi (2009) descriptive phenomenological psychological method. Englander (2012) indicates in this regard that phenomenological researchers tend to choose the interview since they are always interested in the subjectivity of their respondents' descriptions. The purpose of

selecting the interview as a data collection instrument was also to enable the researcher to collect thick descriptions from the respondents. This would enable the researcher to discover the meaning the respondents attached to their staff development experiences as discussed in the next section.

4.5.1 Phenomenological Interviews as Data Collection Instruments

As a data collection method, phenomenological interviews are characterised by the researcher asking questions soliciting detailed descriptions of phenomena from the respondents (Giorgi & Giorgi, 2003; Giorgi, 2009) and constitute an ideal method of data collection in a qualitative research like this one. But as Englander (2012) notes, users of phenomenological research ensure that the interviews used meet the phenomelogical criteria. Giorgi (2009) in this case emphasises the criteria of description, the interviewer's ability to follow up questions through probes and gearing the questions towards the phenomena being investigated.

Interviews do not only yield a great deal of information but also allow the researcher to access respondents' beliefs, feelings, opinions, motives, current and past behaviours (Babbie & Mouton, 2001). In a face-to-face situation, there are two types of interviews, namely structured and unstructured (Henning et al., 2004; Kumar, 2005). According to Henning et al. (2004), the dominant perception of the structured interview is that it yields objective and neutral information. Proponents of this type of interview argue that the information it yields represents reality through the responses of the interviewees. Such information is also regarded as credible and believable as long as the data was collected according to a "standardised" procedure of non-interference by the researcher.

On the other hand, the unstructured interview (also called discursive or constructionist interview) is equated to a social process enabling interaction between both the interviewer and the interviewee (Henning et al., 2004). During the process of interaction both parties act as co-constructors of meaning and knowledge, intentionally or unintentionally. In an attempt to understand the respondents' actions, experiences, or ways of life, the researcher analyses among several other things, the actions, language and all images used by the respondent (Henning et al., 2004). In this study,

in order to solicit thick and descriptive data the researcher used the semi-structured interview, a strand of the unstructured form of interview for data collection.

4.5.2 The semi-structured Interview

Because this is a phenomenological study, it was important to choose an instrument of data collection that could assist in the achievement of the aims of the study. The interview in particular, as the chosen instrument, enabled the researcher to elicit detailed data concerning the various opinions and experiences of the respondents (Pollio et al., 1997; Seidman, 1998, Giorgi & Giorgi, 2003; Giorgi, 2009; Englander, 2012). The semi-structured interview provided the respondents with the freedom to express their views and perceptions, and explain the reasons behind their actions (Robert Wood Johnson Foundation, 2008; Zikmund, 2003; Yin, 2009). Moreover, according to Pollio et al., (1997, p.28), the phenomenological interview is "an almost inevitable procedure for attaining a rigorous and significant description of the world of everyday human experience as it is based and described by specific individuals in specific circumstances."

The use of the semi-structured interview therefore did not only yield detailed descriptive data (Englander, 2012; Giorgi, 2009), but also ensured flexibility in the contents and structure of the interviews (Babbie & Mouton, 2001). More specifically, for example, the researcher in this study asked a single overarching question which sought participants' detailed information about their experiences of staff development programmes they had been exposed to (Englander, 2012). The remaining questions arose from the respondents' responses but with a focus on staff development experiences as the phenomenon being researched. The use of open-ended questions and probes that followed made it possible for the researcher to avoid imposing restrictions on respondents as they gave their answers (Robert Wood Johnson Foundation, 2008; Yin, 2009 Zikmund, 2003). Participants were therefore free to express their feelings and perceptions as the researcher explored the reasons and motives for any given responses. As a result it was possible to amass rich and nuanced data from which the sought answers were obtained (Englander, 2012; Giorgi; 2009; Henning et al., 2004; Kumar, 2005).

Through the phenomenological interviews it was thus possible to discover participants' emotions, perceptions and the values they attached to their answers. It was also possible to obtain spontaneous responses from the interviewees through this kind of interview. It was this spontaneity and specificity that brought out the natural feelings, behaviour and attitudes of the respondents, enabling the researcher to answer the research question (Charmaz, 2002; Kumar, 2005; Leedy & Ormond, 2001).

4.5.3 The process of Phenomenological Interviewing

Though there are no prescribed ways of conducting good phenomenological interviews (Englander, 2012), phenomenological interviewing in this study entailed getting acquainted with the interviewees, the actual interviewing and recording of the interviews (David & Sutton, 2004; Englander, 2012).   In this study, preliminary meetings with the participants were organised a month before the actual interviewing in order to get acquainted with the participants.

Initially, according to De Vos (2002), interviewees and interviewers are strangers to each other. While interviewees may not be initially interested in their relationship with the interviewers, interviewers tend to project themselves in a manner that will convince the potential interviewees to take part in the interviews. Because first impressions are lasting impressions, the phase of getting acquainted with the potential interviewees is very important. It determines whether the potential interviewee will give the interviewer an interview opportunity.

It was against the above observations that a month prior to the interviews the researcher attended several staff development sessions with the potential participants. During such meetings the researcher did not only experience the training himself but also got an opportunity to establish trust with the participants. The researcher was also able to informally reveal his intensions of conducting a research study of this nature. While in conversation with some of the potential participants, he informally revealed his research question, talked about ethical considerations, discussed issues pertaining to staff development at the institution and shared some of the challenges the potential participants faced with regard to e-learning and teaching (Englander, 2012). Practical aspects of the research such as the use of tape recorders,

interview venues, and time that would be spent during the interview were informally discussed with the trainees. The interviewer's aim was to establish a cordial relationship with the trainees so that they would feel relaxed and confident to speak when the actual interviewing started (De Vos, 2002). Such meetings gave the participants time to think about their experiences and eventually enabled the researcher to secure rich descriptions during the interviews without asking too many questions (Giorgi & Giorgi, 2003; Giorgi; 1997). It was only after the researcher was acquainted with the participants that he embarked on the actual interviewing.

The actual interviewing was conducted in a conversational manner. The research started with a single question which solicited a detailed description of the staff development experiences from each of the participants. The questions that followed were drawn from the participants' responses. In the process the researcher made sure that the focus was always on staff development experiences as the phenomenon that was being studied. Probing questions were used for clarification, affirming respondents' views and opinions, and to prompt explanations if the need arose. Probes were also used to explore new themes and issues that were not initially considered (De Castro, 2003; Gray, 2004; Henning et al., 2004). It was ensured that the probes were neutral. This avoided biasing the participants' responses. Techniques such as asking open-ended questions, tracking, requesting clarification and reflective summaries were all used to encourage the participants to provide thick descriptions of phenomena (De Vos, 2002).

Open-ended questions did not only provide the participants with ample room to express their experiences, but also allowed them to respond in their own words. Meanwhile, through the tracking technique, the researcher showed interest in the participants' stories, encouraged them to talk about their experiences while at the same time following the content and meaning of their verbal and non-verbal conversations (De Vos, 2002).

In addition to probing, the researcher made use of reflection and summarising techniques to understand the interviewees' concerns and perspectives, and to synthesise what they had communicated. For instance, the interviewer would repeat in his own words the ideas, opinions and feelings of the interviewees (De Vos, 2002).

Summarising was used to highlight and confirm major themes as they evolved during the course of the interview. Reflection included non-verbal behaviour like head-nodding, filling in words that respondents could have omitted, summarising what the respondent had said, and emphasising specific content (Ezzy, 2010; Maritz & Visagie, 2010). In this regard phrases like, "It sounds as if you are saying that…", "your feeling is that staff development does not..." were often used during the interviews.

For purposes of documenting the interview and data analysis, the interviews were audio-recorded and notes were taken. Field notes formed part of the data and served not only as a measure of triangulation, but were also used to record interviewees' facial expressions, and their easiness or uneasiness during the course of the interview. Such mannerisms were compared to the participants' responses and used during data analysis to detect any mismatch between what the respondents had said and their body language. It was also used during the coding process to record products of coding, explore the codes further, and establish the relationship between categories and to identify gaps in the constructed categories (Charmaz, 2002; Dooley, 2002). The researcher acknowledged the fact that a respondent's testimony by itself is weak evidence. It was therefore ensured that multiple "takes" on a single issue were obtained. In this regard some questions were posed just for the purpose of confirming or checking the validity of the respondents' previous answers (Ezzy, 2010).

Interviews were conducted in a conversational manner (Henning et al., 2004) and were centred on the participant's feelings, convictions, experiences, and beliefs about staff development, innovative teaching and learning. Thus during the course of the interview, respondents were directed towards the data that the researcher was looking for. The following categories of questions were asked during the course of the interview: (a) One overarching question that also served as the opening question; (b) transition questions; (c) key study questions; (d) probing questions to gather additional information or clarification; and (e) closing questions to summarise the information obtained during the interview (Krueger & Casey, 2009).

A number of other factors that could potentially lead to data contamination were taken into consideration during the process of interviewing. The researcher assumed that the respondents may not have deeply thought about their experiences of staff

development. As a result there was a possibility of their answers being inventions or exaggerations, leading to the collection of inaccurate "evidence". To avoid this drawback, questions were structured in such a way that they did not seem to solicit what the respondents might perceive as correct or helpful responses.

The researcher further assumed well in advance that what respondents said was not always what they did; and that there was a possibility of participants reporting what they thought he was looking for as a researcher as opposed to what they experienced. This pitfall was taken care of by probing the respondents' answers and soliciting concrete examples to illustrate the participants' experiences.

In addition, the researcher acknowledged that interviews may be seen as social occasions. In other words, there is a tendency for interviewees to try and project themselves in the best light possible as they respond to questions. Secondly, interviewees' own mannerisms and physical appearance were also bound to influence the responses. To reduce the influence of these two social aspects, a variety of questions such as general, probing, and specific questions were asked during the interviewing process. Probing questions challenged the respondents' initial responses by asking for elaboration and rationales behind given answers (Robert Wood Johnson Foundation, 2008; Zikmund, 2003).

4.6 ETHICAL CONSIDERATIONS

Ethics or ethical considerations are rules or principles of conduct that govern a professional group (Kumar, 2005). In a qualitative research like this one, ethical issues are more subtle than in survey or experimental research (Maritz & Visage, 2010) because they are related to the characteristics of the qualitative or field study methodology. Such methodologies include long-term and close personal involvement, interviewing and participant observation of the researcher and other stakeholders. Kumar (2005) notes that it is important to consider issues of ethics in relation to each of the involved stakeholders.

This study was guided by a number of international ethical principles as reflected in Table 4. 3.

Table 4.3: Ethical Principles of the Belmont Report (adapted)

Principle 1: Respect for persons	
Ethical convictions	*Conditions following from the principle*
• Treat individuals as autonomous agents. • Protect persons with diminished autonomy. [Consent monitors should be considered when participants have diminished autonomy.]	• Participants voluntarily consent to participate in research. • Obtain informed consent. • Privacy and confidentiality are protected. • The right to withdraw from research participation without penalty.
Principle 2: Beneficence	
Do unto others as you would have them do unto you.	The risks of research are justified by potential benefits to the individual or the society – in research of a sensitive nature, a support system should be made available. The study is designed so that risks are minimised and potential benefits maximised. While no risks were involved, the results of the research should be made available to all participants and Unisa as an institution should they wish.
Principle 3: Justice	
• Distribute the risks and potential benefits of research equally among those who may benefit from the research.	• Vulnerable subjects are not targeted for convenience. • People who are likely to benefit from research participation are not systematically excluded.

Source: Maritz and Visagie (2010)

In line with ethical considerations as reflected in Table 4.3 and Unisa's ethics policy, ethical issues concerning all stakeholders in this study were taken into account.

An application for ethical clearance was submitted to the ethics and research committee (ERC). As required by the ERC, the application clearly indicated among several other things, the topic of research, objectives and anticipated outcomes of the

study, inclusion or exclusion criteria and a full description of the methodology or research design. The researcher further described how participants were to be informed of the findings or results and consulted on potential or actual benefits of the findings / results for them.

An ethical clearance certificate as reflected in appendix 3 was issued to the researcher enabling him to conduct the research. In conducting the research, the researcher adhered to the Unisa policy and the ethical principles of the Belmont report as reflected in Table 4.3. This is further explained below.

4.6.1 Obtaining Respondents' Informed Consent (Respect to Persons)

Kumar (2005, p.212) observes that "it is considered unethical to collect information without the knowledge of respondents, and their expressed willingness and informed consent". Against this observation, and the principle of respecting participants as reflected in Table 4.3 the researcher explained to the respondents what the investigation was all about and the kind of information that was being solicited. In a letter to each of the participants, the purpose of the research was clearly explained and each participant's permission to be interviewed and tape-recorded was sought. Assurance was given to participants that the collected information would not be used for any other purpose other than that stated in the letter. Assurance was also given to the participants that whatever information would be collected from them was to remain confidential and that each individual's anonymity was guaranteed. Measures to ensure privacy and confidentiality included the protection of the identity of participants by omitting their names in the research report. The participants were also assured that the collected data would be kept under lock and key (Tobin, 2009).

Other aspects that were explained to the respondents included the following:

- Benefits that would accrue from the investigation.
- Respondents' right to refuse and withdraw from the investigation without prejudice.
- Research methods and procedures, including audio recording of data.
- Duration of interviews.
- Nature of participation.

4.6.2 Beneficence

Amdur (2003, p.29) notes that beneficence implies that "do unto others as you would have them do to you". To observe this ethical consideration, this investigation was designed, conducted and communicated in such a way that the recommendations would help to improve professional development of the lecturers at Unisa. In conducting this investigation, the researcher strove to establish the current state of professional development at Unisa and benchmarked it with the best forms of professional development as revealed in the explored literature. This, together with the data that was collected from the respondents, enabled him to formulate a framework that would guide lecturers' development at Unisa.

For the benefit of scientific research and in an attempt to contribute to the body of knowledge in the field, the researcher under the guidance of an experienced supervisor adhered to a well-planned research design and methodology. The researcher served as the primary data collecting instrument. Acting in this role meant that he was equipped with the relevant skills. Prior to this investigation, the researcher obtained two master's degrees in human resource management and education with distinction. He has also been actively involved in research activities, with six qualitative research articles published up to date in accredited journals.

Meanwhile the supervisor of the study is an experienced professor who has supervised numerous completed masters and doctoral candidates. She has published numerous peer-reviewed articles and book chapters, and has worked as the director at the Institute for Open and Distance Learning at the University of South Africa. Under the guidance of such an experienced guide and equipped with the necessary skills in qualitative investigation, it was possible for the researcher to conduct the research study according to a well-formulated research design and methodology.

Adhering to the principle of beneficence, the researcher did not only make the results of this study available to all stakeholders who wished to have them, but also ensured that he:

- reported all related findings fully;

- acknowledged and described the limitations of the study;

- acknowledged the supervisor's and participants' contribution;

- justified all conclusions and pronouncements; and

- avoided any unethical manipulation of evidence (Emanuel et al., 2004).

4.6.3 Justice

Amdur (2003) defines justice as the distribution of risk to the society. In the context of this study justice implies that the selection of participants should not be biased in terms of classes or types of individuals included in the study. Justice in this investigation means that the researcher negotiated access to the institution where the research was carried out and obtained the consent of all the participants. In line with the qualitative nature of the investigation, participants were purposively selected. In all his dealings with the selected participants the researcher aimed at ensuring honesty.

4.7 DATA ANALYSIS

Analysis of data was in accordance to Giorgi and Giorgi's (2003) phenomenological approach. Interviews were audio-recorded and transcribed verbatim. Then, in line with Giorgi and Giorgi (2003) approach, the researcher listened to the audiotapes several times to get a global sense of what the interviewees were saying. This was followed by delineating the transcribed interviews into meaning units, before regrouping the units into clusters of meaning units. The meaning units were then transformed into descriptive expressions before synthesising them into general descriptions that reflected the participants' experiences (Giorgi, 2009; Giorgi & Giorgi, 2003; Giorgi, 1986).

A detailed explanation of how the data was analysed and a presentation of the findings is given in chapter 5.

4.8 TRUSTWORTHINESS OF THE RESEARCH

If readers are to trust the findings of a study, Maritz and Visage (2010) advise that the researcher has to reveal, in detail, the processes that were used in the investigation. It is therefore incumbent upon the researcher to reveal not only the tools used to conduct the investigation but also the appropriateness of such tools together with the methods used to analyse the data. Thus the researcher has to show that the research was rigorously conducted (Maritz & Visage, 2010), and comes to conclusions and insights that ring true to the readers (Henning et al., 2004). According to Babbie and Mouton (2001), rigor demands that the researcher is accurate with regard to the choice of the research method and techniques employed to collect and analyse the data related to the research problem. The researcher thus has to demonstrate integrity and competence and the legitimacy of the entire research process.

What this means is that a researcher is responsible for ensuring that the findings of the study are valid, reliable and can be trusted. The question that now arises is, how do researchers make sure that the findings of their investigations are valid, reliable and can be trusted by the readers?

In qualitative designs, validity and reliability are described through strategies for trustworthiness (Maritz & Visage, 2010). According to Guba (cited in Shenton, 2004), qualitative research is valid and reliable (trustworthy) if it is credible, transferable, dependable and confirmable. This implies that quantitative and qualitative researchers differ with regard to the ways they convince the readers of the trustworthiness of their studies. Quantitative researchers give very little concrete description to show what they have done to ensure validity and reliability. Instead they must only convince the reader that they have followed the prescribed procedures faithfully. On the other hand, qualitative researchers give the reader a detailed description of the entire process, eventually indicating that their findings may be trusted. The differences are further listed in Table 4.4.

Table 4.4: Outline of validity, reliability and trustworthiness

Universal standard	Quantitative research	Qualitative research
Good definitions	Theoretical validity	Theoretical validity
Truth value and neutrality	Internal validity and measurement validity	Credibility
Applicability	External validity	Transferability
Neutrality and truth value	Measurement validity	Operational validity
Consistency	Reliability	Dependability
Logic	Inferential validity	Inferential validity

Source: Botes *in* Rossouw (*Ed.*), 2005

Apart from the approaches used to convince their readers about the validity and reliability of their studies, according to Henning et al. (2004), quantitative and qualitative researchers differ in the way they describe the two concepts of validity and reliability. It was indeed this difference that resulted in the coinage of new terms like trustworthiness, credibility, dependability and conformability to denote validity and reliability in qualitative designs.

Regardless of the type of research, the approaches and the jargon or language used to justify and describe the validity and reliability of research findings, Henning et al. (2004) note that issues concerning validity and reliability are of paramount importance in any research. Such issues indeed call for a researcher's "precision throughout the research process care and accountability, open communication [with research participants and peers] throughout the research process and immersing the process in the conversations of the discourse community" (Henning et. al, 2004). How the researcher ensured precision, accountability and open communication throughout this investigation is explored in the sections below.

4.8.1 Credibility

Maritz and Visage (2010) indicate that the credibility of a research study is about truth-value and truth in reality. This means that the researcher must conduct the investigation in such a manner that the likelihood of the findings being found credible

is improved and that the findings are approved by the constructors of the multiple realities studied. An investigation is therefore credible if its findings rule out any explanations except those claimed by the researcher. According to Henning et al. (2004) and Shenton (2004), credibility concerns itself with whether the researcher has observed or measured what he or she set out to measure in the investigation. In other words, a researcher is able to measure what he or she sets out to measure when he or she uses ideal and appropriate instruments to collect the data.

The ideal instruments in this investigation consisted of the semi-structured interview and the researcher who acted as a major data collection instrument and the centre of the analytic process (Henning et al., 2004). Patton (2001) observes that if readers of any research findings have to believe in the findings, they too have to believe in the credibility of the researcher. Therefore, as an instrument of data collection and the centre of the analytic process, the researcher tried to ensure his own credibility, and therefore the credibility of the investigation by clarifying his research paradigm, personal assumptions and worldview (Creswell & Miller, 2000). This was necessary since a researcher's personal assumptions, experiences, preconceived ideas and interests have the potential to influence the outcomes of a piece of research, even before the interviews and data analysis are carried out (Creswell & Miller, 2000).

One other strategy to ensure credibility in this investigation was the manner in which the questions were asked. During the interviewing process the researcher asked one overarching question that was followed with relevant probes depending on how a respondent answered. Care was taken to ensure that all questions solicited answers about the participants' experiences. Thus the principle that guided the interview process was whether the questions were appropriate in order to solicit the lecturers' experiences. The researcher further ensured that the questions asked were such so as to solicit enough data to answer the research question and for the provision of a thick description of phenomena as required in qualitative research.

The peer debriefing strategy as explained by Barber and Walczak (2009) was also used to ensure the credibility of this investigation. Peer debriefing involved making the work available to colleagues to ascertain their opinions on the findings which reflected the experiences of the participants. The researcher ensured regular contact with

colleagues who were involved in the PhD programme at Unisa and various other universities, in addition to maintaining regular contact with the supervisor for her comments and guidance. The supervisor read each chapter of the study. All the colleagues and the supervisor expressed satisfaction with the work.

In addition to peer debriefing, qualitative researchers make use of triangulation, member checks, long-term observation, and participatory research (collaborative mode of research) as additional strategies to ensure the internal validity or credibility of a research project. Triangulation means that multiple sources of data and methods of data collection or a combination of research methods are used in one study. On the other hand, long-term observation dictates that the researcher observes phenomena or gathers data over a long period of time to increase the validity of the findings. But researchers can also use the participatory strategy to ensure credibility in all phases of research from the conceptualisation of the study to writing up the research findings.

In addition to the strategies mentioned above, the researcher made use of member checks as an additional strategy to increase the study's credibility. When using the member-checks strategy, the researcher consults the research participants to clarify uncertainties during the course of the research (Tobin & Begley, 2004; Denzin & Lincoln, 2005; Henning et al., 2004). The researcher thus communicated with the participants regularly. This enabled him to solicit their opinions with regard to the findings that were emerging (Henning et al., 2004). This kind of open communication and prolonged involvement with the participants further enabled the researcher to revisit them and, where the need arose, re-interviewed them to clarify and confirm some of the responses that they had given earlier. This process confirmed the validity of the initial interview as an instrument.

Negative data analysis was also used as another strategy to enhance the study's credibility. According to Taylor-Powell (2003), negative analysis involves making a determined effort to identify data that do not fit in with categories, themes and generalisations. Identifying such data enabled the researcher not only to learn more about such data but also render explanations why such data could not be fitted into the available categories.

4.8.2 Transferability

The second element of trustworthiness in qualitative research is transferability. In the context of a quantitative investigation, transferability relates to the idea of external validity (or generalisability) (Trochim & Donnelly, 2008; Yin, 2009). But generalising, in the sense of producing laws that apply universally, is not a useful standard or goal for qualitative research. Indeed Maritz and Visage (2010) observe that the ability to generalise in a qualitative investigation is irrelevant. This is because qualitative research focuses on describing unique situations, contexts or experiences.

According to Babbie and Mouton (2001, p. 277), in a qualitative research like this one, transferability is "the extent to which the results of a study can be used in other contexts with different respondents." This generalisability or transferability of research findings to other situations depends on the degree of similarity between the original situation and the situation to which it is transferred. Henning et al. (2004) indicate that in quantitative research paradigms, transferability (reliability) is achieved when investigators make sure that they are precise with regard to the use of standard procedures and documentation. In this regard if all research steps are declared and documented, the research is potentially replicable.

The situation is, however, different in a qualitative investigation where a single case or a small non-random sample is selected precisely because the researcher wishes to understand a particular phenomenon in depth. In such cases, instead of aiming for findings that could be generalised to other situations, the qualitative researcher aims for working hypotheses to guide other researchers in similar situations. It is then up to the reader to find out what is in the study that could be applied to other similar contexts. This is called reader or user generalisation which involves leaving the extent to which a study's findings apply to other situations up to the people in those situations who read the research findings (Henning et al., 2004).

What the foregoing observation implies is that transferability of qualitative research depends on the degree of similarity between the original situation and the situations to which it is transferred. It is therefore incumbent upon the researcher to provide adequate information about the research, indicating the context, data analysis

processes and the theoretical framework that guided the investigation (Trochim & Donnelly, 2008; Yin, 2009). Denzin and Lincoln (2005) argue that this can be achieved by providing what is termed "thick descriptions". These are descriptions which specify everything that a reader may need to know to understand the findings.

Through the provision of thick descriptions, individuals are able to decide the degree of fit between the case studied and the case to which they wish to generalise (Henning et al., 2004). To ensure transferability, this researcher provided a coherent description explaining and justifying the choice of the research method, techniques employed to collect and analyse the data (Morse, Barrett & Mayan, 2002). It was envisaged that such a thick description would make it possible for readers to determine how closely their situations matched the research situation and whether the findings could be transferred.

4.8.3 Dependability

Dependability, which is parallel to reliability in quantitative research, means that if the research were to be conducted again, the same results would be produced (Denzin & Lincoln, 2005; Golafshani, 2003). But this is not possible in a qualitative investigation where researchers seek to describe and explain a world of multiple realities, with participants of multiple interpretations. There is therefore no way in which repeated measures can be taken to establish reliability as used in a quantitative investigations. It was against this observation that Lincoln and Guba (cited in Denzin & Lincoln, 2005) adopted the use of the terms "dependability" and "consistency" of results instead of "reliability". Therefore, instead of trying to replicate the findings in other similar conditions, a researcher convinces outsiders to agree that in the light of the collected data, the results make sense (thus are dependable and consistent).

To ensure dependability and consistency of the findings in this investigation, the researcher explained the context of the research and his relationship with the group studied. Secondly, a clear and defensible link for each step of the research from the raw data to the reported findings was provided. The trail consisted of the original transcripts, the processed data and notes made during the data analysis process. The process of data analysis was clearly explained and information was coherently

presented and interpreted in the light of the empirical information. A detailed description of how data was collected, analysed and how categories were formed and decisions made throughout the research were clearly outlined and explained (Henning et al., 2004).

4.8.4 Authenticity

Authenticity implies that the researcher is fair with regard to the depictions of the different realities as given by the individual participants in the investigation. According to Guba and Lincoln (cited in Denzin & Lincoln, 2005), fairness is the hallmark of an authentic inquiry. It means that the researcher acknowledges all the different views, perspectives, claims, concerns and voices as expressed by the research participants. Moreover, the researcher guards against marginalisation of any views by acting affirmatively with regard to inclusion of all voices in the final report. In this investigation, all participants' voices and stories were fairly treated and reflected in the final report.

Table 4.5 reflects the strategies that are used to ensure trustworthiness in a qualitative research some of which were used in this investigation.

Table 4.5: Strategies for trustworthiness

STRATEGY	CRITERIA	APPLICABILITY
Credibility	Prolonged engagement	• Building trust through honouring anonymity, honesty and openness. • Establishing rapport through spending time with the participants before the interview. • Saturation of data.
	Time sampling	• Sampling all possible situations (social settings, times of day, week, season, interactions.
	Interview technique	• Facilitative communication competence/training: probing, clarifying, summarising, reflecting, minimal verbal response, silence. • Pilot interview.
	Structural coherence	• Logical flow of argumentation and structure of report. • Presenting a holistic picture.
	Referential adequacy	• References are current, relevant and accounted for in list of references.

STRATEGY	CRITERIA	APPLICABILITY
	Triangulation	• Multiple methods of data collection are used; focus group interviews, individual interviews, naïve sketches, field notes and observation. • Multiple populations as stakeholders. • Multiple investigators. • Multiple theoretical perspectives. • Multiple facilitative communication techniques.
	Peer examination	• Discussion with peers. • Presenting findings at conferences, in-house.
	Member checking	• Informal member checking is done during interviews through clarifying and summarising during the interview with the respondent. • Discussion with respondents. • Literature control. • Discussions with colleagues.
	Reflectivity	• The researcher makes use of a reflective journal and field notes.
	Authority of researcher	• Training in research methodology. • Supervisor/s. • "I was there." • Degree of familiarity with the phenomenon. • Ability to conceptualise large amounts of data. • Multi-disciplinary approach.
Transferability	Dense description	• Purposeful sampling. • The demographics of the respondents are described. • The results are described in depth with direct quotations from the interviews. • The results are re-contextualised in the literature.
Dependability	Code – recoding procedure	• All aspects of the research are fully described. This includes the methodology, characteristics of sample and process, and data analysis. • Data quality checks. • Peer review.
	Audit trail	• Process of research is logical, traceable and clearly documented, can therefore be audited for authentication.
Confirmability	Triangulation	• As described.
Authenticity	Fairness	• Preventing marginalisation through acting affirmatively with respect to inclusion. • Act with energy to include all voices in the inquiry and the chance to be represented in text. • To have their stories fairly treated and with balance.

Source: Maritz and Visage (2010)

4.9   SYNTHESIS

This chapter explored the research methodology used in this study. It was indicated that a qualitative research design was used. Since the inquiry was qualitative in nature and aimed at finding out lecturers' experiences, Giorgi's phenomenology as a genre of qualitative research was employed. Such a design was used because it was deemed best for the exploration of the participants' subjective views. A semi-structured interview with one overarching open-ended question to encourage the participants to expand on their perceptions was used as the main data collection instrument. The researcher indicated that the data analysis process followed the dictates of a descriptive phenomenological study of data reduction, data organisation and data interpretation. Issues pertaining to the trustworthiness of the research (reliability and validity) were also discussed. It was indicated that the strategies of credibility, transferability dependability, conformability and authenticity were applied to ensure reliability and validity of the findings. The ethical considerations that guided the researcher were also explained. It was indicated that the researcher was guided by the international ethical principles contained in the Belmont report as adapted by Maritz and Visagie (2010).

CHAPTER 5

PHENOMENOLOGICAL DATA ANALYSIS

5.1 INTRODUCTION

This chapter deals with the process through which the data was analysed. Giorgi's descriptive analytical procedures were used to reveal the academics' experiences, concerns and views about staff development. Thus, through Giorgi's phenomenological psychology, raw data was segmented, developed into structures, constituents, and categories that exposed important themes that answered the research questions. Data analysis constituted the last phase in establishing what the participants had said about their experiences, concerns and views in terms of the staff development programme. This chapter is divided into four sections. The first part of the chapter focuses on the process of data analysis; the second section reveals the academics' experiences that emerged from the analysis; section three brings to the fore the academics' concerns; while the fourth section explains what the academics perceived as an effective staff development programme.

5.2 THE PROCESS OF DATA ANALYSIS

The data analysed in this chapter was collected from six purposely selected participants, codenamed L1 to L6, L1 representing the first lecturer to be interviewed and L6 the sixth and last lecturer to be interviewed. All interviews were tape-recorded and transcribed verbatim before they were analysed. To illustrate how the researcher used Giorgi's approach to descriptive data analysis, participant L1's transcript was used while the rest of the transcripts are provided in the appendix. In light of the fact that a participant's lived experiences are closely related to their background, culture and history, all their backgrounds and professional contexts have been included to situate their cases within the appropriate contexts. It is hoped that this will help the

researcher and the reader understand the contextual factors that may have influenced the participants' experience with the phenomenon.

Data analysis entailed finding out what the respondents had experienced during their participation in the staff development initiatives. Henning et al. (2004) observe that data in a qualitative investigation, and in this case of phenomenological data analysis, has to be managed according to the principles consistent with qualitative (phenomenology) studies. Thus Giorgi believes that phenomenological data analysis entails capturing as closely as possible the manner in which the phenomenon is experienced by the participants (Giorgi & Giorgi; 2003; Giorgi, 1986). During data analysis the researcher strives to identify what he calls psychological meanings that make up the phenomenon in the respondents' lifeworld. The researcher's motive is to establish how the respondents live, behave and experience phenomenon like staff development in this particular case. The researcher thus seeks to understand how respondents construct meaning of a given phenomenon by investigating their lived experiences.

Adopting Giorgi's phenomenology meant that the researcher had to take into consideration the four major qualities upon which it is based. According to Giorgi (1985), understanding and using phenomenological methods call for the researcher to acknowledge the four principle characteristics upon which phenomenology is based. Thus, phenomenology is descriptive, it uses reduction, looks for essences, and focuses on intentionality (Giorgi, 1985). In this instance, the researcher had to identify and follow the naïve descriptions as given by the respondents while taking into consideration the context in which the descriptions were made. This was important because respondents' naïve descriptions are based on their lived experiences in specific contexts, both of which are the main focus points of phenomenology (Giorgi, 1985; Giorgi & Giorgi, 2003).

Secondly, the researcher had to ensure phenomenological reduction by bracketing all his preconceived notions and prejudices about staff development at Unisa. Phenomenological reduction means that the researcher strives to assume a position of a disinterested scientist consequently obtaining a description untainted by his own values and biases (Denzin & Lincoln, 2005; Giorgi, 1985; Polkinghorne, 1989). To

ensure phenomenological reduction and consequently make sure that respondents' descriptions were not tainted by his personal views and prejudices, the researcher wrote down his views about staff development at Unisa in a notebook. Then, during data analysis he critically reflected on the respondents' descriptions, while setting aside the acknowledged and written down personal views of his own. This enabled him to focus all his energies on unearthing from the data the most important aspects of the experiences. As a result, it was possible to isolate pure phenomena from what was already known about staff development (Sadala & Adorno, 2002).

With regard to the essences, the researcher looked for those unchanging characteristics of the studied phenomenon, thus, qualities of staff development as embedded in the academics' consciousness (intentionality) (Giorgi, 1985; De Castro, 2003). The researcher therefore acknowledged the fact that building knowledge of reality starts within the participants' own conscious awareness of phenomena. According to Merleau-Ponty, the French existential philosopher, and whose views strongly influenced Giorgi, essences belong to the world that is already there and are the mark or quality by which anything is known (Giorgi, 1985; Dahlberg, 2006). In phenomenology therefore essences make up the consciousness and perception of the human world. Dahlberg (2006) notes that they are not the outcome of the interpretation; they are just there as something that makes a thing what it is (Dahlberg, 2006).

Intentionality, the fourth characteristic of phenomenology, "refers to the intentional act by which every human being is related to the world and objects" (De Castro, 2003, p. 50) and is embedded in the human consciousness. Thus Giorgi & Giorgi (2003) view it as the essence of consciousness and since it is related to the world or object, it is always directed toward some world or object. Acknowledging this characteristic during data analysis, the researcher held the belief that participants were always conscious of something, and that building their reality with regard to staff development started with their own conscious awareness of the phenomenon. Through intentionality the researcher was able to notice the features of consciousness.

Giorgi (2009) recommends that during the analysis, specific steps be followed. Such steps include the following:

1) Getting to know the data in order to get a whole sense of the entire experience.

2) Breaking the whole description into meaning units so as to establish the meaning in every word.

3) Re-grouping all meaning units according to their intertwining meanings to express the lived experience.

4) Transforming the meaning units into psychologically descriptive expressions of each of them (Giorgi, 2009).

5) Synthesis and integration of researcher's insight about the transformed meaning units of each transcribed interview to make a final consistent description of the respondents' experiences (Giorgi & Giorgi, 2003; Giorgi, 2009).

It is, however, important that users or consumers of the research see both raw and processed data. Owing to space constraints, the researcher used L1's raw and processed data to illustrate how the data was processed in this study. The transcripts of all the other participants are given in the appendix.

L1, whose transcript is used to illustrate Giorgi's method of analysis, was a black woman in her late 30s. She held a master's degree in accounting and worked as a full-time lecturer at a conventional university, although she also lectured part-time at the University of South Africa. Despite having obtained a master's degree through distance education, she has never experienced teaching through distance education until she was appointed as a part-time e-tutor. Her primary role as an e-tutor is to facilitate and support online teaching and learning. To prepare her for this new role, she had to undergo a two- week training to teach online. At the time of the interview L1 had been engaged in teaching online for a period of seven months. Before interviewing L1, I met her twice in her office and my first impression was that she was a warm welcoming woman who was very willing to give me all the information I required. She was not only frank but also direct and said what she wanted to say without hesitation. Talking to her about her experiences, L1 could not hide her appreciation that she had been exposed to a programme that was designed to enable her to teach electronically from a distance. But as the interview progressed, one could

not fail to notice her frustration with the short duration of the training interventions and which could not equip her with all the skills and knowledge she would have like to have had. She was at the same time ready to give what she thought would be remedies to address the weaknesses she had identified in the training interventions. Her positive stories about the training intervention on the one hand, and the negative stories of the inadequacy of the training interventions on the other, made her an ideal participant in this the study.

The specific steps used to analyse her raw data and that of the other five participants are explained below.

5.2.1 Step 1: Getting to know the data

Getting to know the data involved the researcher listening to the recordings several times to familiarise himself with what the respondents had said. This was necessary and it was done in line with the notion of phenomenological reduction as posited by Giorgi (2009). According to Hycner (1985), this meant suspending (bracketing) the researcher's perceived notions and prejudices as he listened to the recordings. Suspending any perceived notions by the researcher prevented him from making any judgments; neither confirming nor denying the reality of the world as seen through the respondents' lenses.

This was then followed by transcribing the data verbatim. The researcher then read through the transcripts while jotting down his impressions of what was being said. This process enabled the researcher to get a global picture of all the transcripts and to understand the meaning of the experience from the respondents' viewpoints (De Castro, 2003; Taylor-Powell, 2003). To ensure that the researcher viewed the experience from the respondents' lenses, he had to assume what Husserl (2008) calls a "phenomenological attitude". This meant that the researcher "bracket" his personal views and knowledge about professional development at Unisa, and took a fresh look at the data. As the researcher went through the data to get a sense of the whole, he did not only discard his theoretical and experiential presuppositions, but also desisted from questioning the validity of the data (De Castro, 2003; Husserl, 2001, 2008). Data was therefore seen as it appeared in its own context without doubting or believing it.

It was this assumption of a phenomenological attitude that made it possible for the researcher to understand the language of the respondents and to grasp a sense of the whole of their experiences. The general sense that was grasped after reading the transcripts in this phase of analysis was not interrogated since this first phase merely served as a basis for the second step (Giorgi, 1985). Table 5.1 below gives an example of the raw data as transcribed from the first lecturer interviewed, code-named L1. Letter R represents the researcher who conducted the interview.

Table 5.1: Interview transcript for respondent L1

INTERVIEW TRANSCRIPT 1

RESPONDENT L1

R: Can you please share with me your experiences of the staff development programmes you attended?

L1: We went to Unisa to be trained to teach online. During the first session we were supposed to familiarise ourselves with e-learning. We were told how important e-learning is in a distance education environment. We were told how important it was to use myUnisa as a tool to facilitate online learning and the importance of facilitating learning in a more authentic, collaborative and interactive way. We were told that this was possible if we made use of myUnisa. The facilitators also wanted to find out our knowledge and skills with regard to the use of technology to facilitate learning. It was really a good experience for me. But this first meeting was sort of an introduction to e-learning.

R: Why do you call it an introductory session?

L1: For me the session was an eye-opener since it introduced me to competencies related to online teaching and to the skills I needed to use on myUnisa.

Through this training I was introduced to the use of electronic technologies which included discussion forums, multimedia, wikis, blogs and many others. We were not given any manuals; training guides and we never engaged in any. We were nevertheless able to envision the activities that we were supposed to engage in.

R: Can you please share with me what you learnt during the training sessions?

L1: We learnt a lot. The whole thing was hands-on because we had to do exactly what we were supposed to do. I mean it was practical. We worked on our own modules. It was real as opposed to theoretical learning.

R: When you say the training was hands-on, what exactly do you mean?

L1: For me this was quite an experience. I can now write a script for audio podcasts. I can edit, record, and upload the audio podcasts using Audacity software and myUnisa podcast server. I feel the training sessions gave me the skills and knowledge to use the self-assessment tool and onscreen marking tools on myUnisa. I'm now in position to make proper learning schedules with clear instructions to enable students learning effectively on their own when kilometres away from me. I'm able to upload information and learning materials, making it easier for them to find what they want. This actually saves them the burden of hopping from one site to another looking for relevant materials. Actually I must say that I can now create a supporting environment to my students. It is an environment where I help them to learn to help each other. I encourage them to interact with each other. I help them to set their own goals and I help them to engage in collaborative mobile learning. I also tell them to share information and learning materials through podcasts, podcasts, blogs and instant messaging.

R: From what you are saying, would I be right to say you had a wonderful experience as a trainee?

L1: I liked the course but the only thing was it was sort of a crash programme. Some of us needed more time to practise the skills but it was not possible to do it in the

time we had. And some of our friends were already having knowledge and the how of teaching online. They knew to upload the information on the web and during practice in class it looked easy for them. With me it was a different story. The idea of constructing a blueprint, making a storyboard, building an online prototype, performing this, aah what do you call it ? usability and reality checks, It was a big challenge and the fear to fail it made it worse for me... you see failing in the presence of those who knew the stuff means being ashamed. You see as a person who is not so much in using technology, there is that fear to try. You fear to try in the presence of colleagues who know.

R: You talk about getting the skills you need to teach online, how much subject content did this training give you?

L1: Not much emphasis was put on the contents of the subjects we teach. And I think that was not good. I'm qualified but I still need a deeper understanding of my subject. My feeling is that if am well versed in the content of my subject I will be in position to pass it over effectively to my students. This training we went through gave prominence to online delivery methods but not subject content. Yaah, a lot of time was spent on skills to teach online.

R: So in light of what you say about the little emphasis on content in this training, do you think this was a successful training intervention?

L1: Yes the programme was successful. I got the skills that I never had before but I think the university should have consulted widely before introducing e-learning as policy. I wonder if lecturers and students were consulted over this issue. Remember it cannot succeed if we lecturers don't support it. It cannot succeed if students don't like it. Of course I knew there were new developments at Unisa concerning online teaching. I knew that the university was going 100% online but how they were going to train us and enforce the new system, I did not know. I did not know the methods they were going to use to teach all the Unisa staff, how long the training would take and many other things like that. So I'm not surprised that even the students are reluctant to participate. They do not participate in online discussions and they keep on

phoning me trying to make appointments to see me face to face. So I feel the university did not market the new system of teaching to the students. This means that the idea of e-learning is not fully supported by all stakeholders I would have liked to see that the students we teach are interested in online learning. This however is not the case. It seems Unisa did not market the idea of changing to online teaching to the students because out of 200 students in my group only 2 are active online.

R: Apart from the lack of consultation or stakeholder involvement as you put it, what else would you have liked to see to ensure 100% success of the programme?

L1: When we have staff development programmes, we know our needs. Like in this case I personally knew I was not good at e-teaching, so I had my weaknesses and those are the weaknesses the intervention should have addressed. So I expected the organisers to call us and say this programme is designed to enable you to teach through e-teaching. What do you know about it, what aspects would you like us to train you in? They would have then discovered those teachers who had what skills and knowledge; then they would group us according to what we knew and taught us separately - I mean those who were good at e-teaching and us who were not so good at it. But I have to say that despite what was not done with regard to finding out our levels, we were able to learn and now I'm no longer anxious when I have to teach online. No more butterflies in my tummy.

R: What else?

L1: I think there should have been follow-up sessions. You see we were trained and left on our own. Follow-up sessions can enable reunion with colleagues teaching the same subject. It is at times difficult to succeed in implementing something new like e-teaching when you are alone. It would be better lecturers responsible for facilitating a particular subject to set aside days to meet and discuss what is going on. Sometimes, for example I face a problem of students not coming to discussion forums and I wonder if it is only my students or somebody else is facing the same challenge. So if we meet in follow-up sessions such problems will be shared with the administrators and among

ourselves. This will also be a time for participating lecturers to once again go through what was learnt during the training sessions if the need arose.

R: You have acquired all these online teaching skills. Do you think this has improved student learning?

L1: I feel the programme is okay for us lecturers. It has given us online teaching skills. It has given us new instructional strategies, but what impact has it had or is it having on the students. The students do not seem to welcome it. They do not participate in the discussion forums and they keep on phoning me requesting face-to-face discussions. So what is the use of training lecturers while the beneficiaries (students) of this training are not receptive to online learning? It may be a waste of university money. I feel there should be a way to find out the impact of the training programme on student learning. We need to know for example if it increases students' throughput. We lecturers may be saying we have acquired the skills to teach online but have these skills been of assistance to the students? For me that is a concern, especially because students have been reluctant to come online.

R: What other concerns, apart from the fact that you cannot gauge the impact of the training intervention on students learning?

L1: Well there are number of them.

R: Can you share some of them with me?

L1: Well, the way some of the presenters of the programme conducted their teaching or presentation. Sessions with good presenters were enjoyable but those with poor presentation skills made lousy sessions. They are demotivating and do not give you the enthusiasm to come back the following day.

R: Can you share with me your experiences in what you call a lousy session?
L1: Yaah Yaah… First of all the lady (trainer) came ten minutes late that day. It was an afternoon. We were tired having had sessions in the morning. Her style was demotivating because she could not even get trainees to work together. She was more

of an instructor than a facilitator. She had poor presentation skills and did not respect the trainees. When at one moment everybody turned their attention away from what she was saying, she shouted and called the participants to order. She seemed to use control methods that were usually employed by school principals. She did not seem to respect us and the time we sacrificed to attend the training session. Worse still she did not seem to be having knowledge about the topic she was presenting. As a result the learning was not interesting, nor was it stimulating to encourage contributions. The class seemed to run without an agenda and the trainer seemed to focus on only three participants whom she seemed to know personally. This was the worst! Maybe she would have done better had she been a trained teacher or had had lessons in facilitating learning for adults. Really this facilitator was deflated, failed to exhibit any enthusiasm and seemed as if she had been forced into the job of training.

R: Any other concerns?

L1: My other concern about this training was time. First of all we were supposed to do the entire course within just a few days; and imagine some of us had to overcome the fear of using technology. That takes time. And then we were given the practical work. This work required more than the 30 minutes we were supposed to use to do it. And the presenters were also in a hurry. So, no...no it was too much. And when we finished the training that was it. No follow-up. No continuity. We were on our own. So for me I needed more time, I needed more time to be supported and I needed more time to learn and master the e-learning skills.

R: So what support would you have expected?

L1: You see me, I wanted support right from the word go. I mean as soon as I started the training. During the session, of course needed support from colleagues and the facilitator. Some of my colleagues were better than I was so they would be of assistance to me. I also wanted support from the facilitator herself. She was crucial, this one. The only problem is that in one session the facilitator was also not very clear, I mean she did not have the technical knowledge and probably enough knowledge to facilitate e-learning. In such cases it was hard. And I also needed support after the training. Indeed extra sessions… may be meetings with colleagues and the facilitator,

just to reflect on how the implementation was going. Just to share our problems and successes. So it is support all through and I'm sure everybody liked this support.

R: You have shared with me quite a lot of your experiences and what you think about the staff development intervention that you went through. What would you consider the most important factors that should be implemented to ensure the success of the intervention as you would have liked to see it?

L1: For me I still feel that time, continuity and support from management are some of the most critical issues that will ensure effective staff development if well addressed. I also feel that all stakeholders, I mean all the departments, including students should support it if it has to be successful.

R: I must say I'm very grateful for your input. I'm requesting that you offer me another opportunity to interview you should the need arise during the course of my study. I must say once again, I'm grateful.

5.2.2 Step 2: Identifying meaning units

Data familiarisation as explained in the previous section was followed by dividing the description (protocol) into what Giorgi refers to as meaning units. Hycner (1985, p.282) defines a unit of general meaning as, "those words, phrases, non-verbal or para-linguistic communication which express a unique and coherent meaning (irrespective of the research question) clearly differentiated from that which precedes and follows." Giorgi (2009), Giorgi and Giorgi (2003); and Giorgi (1985), note that breaking the respondents' narrative into units of meaning enable the researcher to deal with data within manageable parts and helps to determine the meaning of the experience. According to Giorgi and Giorgi (2003) identifying meaning units as done here enables the researcher to clarify the context in which the psychological phenomena manifest themselves. It is important to ensure that the identified meaning units are not interrogated in any way as the aim at this stage is to accept the phenomenon as described by the respondent.

In order to identify the meaning units, the researcher went through the narratives. He delineated different units that expressed self-contained meaning. In line with Giorgi's model of data analysis the units were divided by looking at the different key terms, aspects, attitudes or values that the participants expressed in the description. In order to separate the meaning units, the researcher inserted a forward slash (/) at the end of each meaning unit. But as advised by Wertz (1985), each meaning unit was given a numerical label at its beginning. Since "the essential structures of meaning units are made up of constituents that are necessary for an experience as it is" (Polkinghorne, 1989, p.51), the researcher correlated the identified units with the perspective of what he was looking for academics' staff development experience. Nevertheless, the identified units were expressions of the respondents' own meaning as described by the researcher. Such units became meaningful only when they related to the structure of all units (Ratner, 2001).

Table 5.2 reflects the numerical representation of the meaning units as extracted from participant L1's transcript.

Table 5.2: Example of units of meaning from transcript L1

1. We went to Unisa to be trained to teach online/
2. During the first session we were supposed to familiarise ourselves with e-learning/
3. We were told how important e-learning is in a distance education environment/
4. We were told how important it was to use myUnisa as a tool to facilitate online learning/
5. and the importance of facilitating learning in a more authentic, collaborative and interactive way/
6. We were told that this was possible if we made use of myUnisa/
7. The facilitators also wanted to find out our knowledge and skills with regard to the use of technology to facilitate learning/
8. It was really a good experience for me/
9. But this first meeting was sort of an introduction to e-learning/
10. for me the session was an eye-opener/
11. since it introduced me to competencies related to online teaching and

12.   to the skills I needed to use on myUnisa/

13.   Through this training I was introduced to the use of electronic technologies/

14.   which included discussion forums, multimedia, wikis, blogs and many others/

15.   We were not given any manuals; training guides and /

16.   We never engaged in any…/

17.   We were nevertheless able to envision the activities/

18.   that we were supposed to engage in/

19.   We learnt a lot/

20.   The whole thing was hands-on/

21.   because we had to do exactly what we were supposed to do/

22.   I mean it was practical/

23.   We worked on our own modules/

24.   It was real/

25.   as opposed to theoretical learning/

26.   For me this was quite an experience/

27.   I can now write script for audio podcasts/

28.   I can edit, record, and upload the audio podcasts/

29.   using Audacity software and myUnisa podcast server/

30.   I feel the training sessions gave me the skills and knowledge/

31.   to use the self-assessment tool/

32.   and onscreen marking tools on myUnisa/

33.   I'm now in position to make proper learning schedules with clear instructions/

34.   to enable students learning effectively on their own/

35.   when kilometers away from me/

36.   I'm able to upload information and learning materials/

37.   making it easier for them to find what they want/

38.   This actually saves them the burden of hopping from one site to another/

39.   looking for relevant materials/

40.   Actually I must say that I can now create supporting environment to my students/

41.   It is an environment where I help them to learn to help each other/

42.   I encourage them to interact with each other/

43.   I help them to set their own goals/

44.   and I help them to engage in collaborative mobile learning/

45. I also tell them to share information and learning materials through podcasts, podcasts, blogs and instant messaging.

46. I liked the course/

47. but the only thing was it was sort of a crash programme/

48. Some of us needed more time to practice the skills/

49. but it was not possible to do it in the time we had/

50. And some of our friends were already having knowledge/

51. and the how of teaching online/

52. They knew to upload the information on the web/

53. and during practice in class it looked easy for them/

54. With me it was a different story/

55. The idea of constructing a blueprint, making a storyboard, building an online prototype, performing this , aah what do you call it? usability and reality checks/

56. It was a big challenge/

57. and the fear to fail/

58. it made it worse for me/

59. you see failing in the presence of those who knew the stuff/

60. means being ashamed/

61. You see as a person who is not so much in using technology/

62. there is that fear to try /

63. You fear to try in the presence of colleagues who know/

64. Not much emphasis was put on the contents of the subjects we teach/

65. And I think that was not good/

66. I'm qualified but I still need a deeper understanding of my subject/

67. My feeling is that if am well versed in the content of my subject/

68. I will be in position to pass it over effectively to my students/

69. This training we went through gave prominence to online delivery methods/

70. but not subject content/

71. Yaah a lot of time was spent on skills to teach online.

72. Yes the programme was successful/

73. I got the skills that I never had before/

74. but I think the university should have consulted widely/

75. before introducing e-learning as policy/

76. I wonder if lecturers and students were consulted over this issue/

77. Remember it cannot succeed/

78. if we lecturers don't support it/

79. It cannot succeed

80. if students don't like it/

81. Of course I knew there were new developments at Unisa/

82. concerning online teaching/

83. I knew that the university was going 100% online/

84. but how they were going to train us and enforce the new system,

85. I did not know/

86. I did not know the methods they were going to use to teach all the Unisa staff/

87. how long the training would take and many other things like that/

88. So I'm not surprised/

89. that even the students are reluctant to participate/

90. They do not participate in online discussions/

91. and they keep on phoning me/

92. trying to make appointments to see me face to face/

93. So I feel the university did not market the new system of teaching to the students/

94. This means that the idea of e-learning/

95. is not fully supported by all stakeholders/

96. I would have liked to see that the students we teach are interested in online learning/

97. This however is not the case/

98. It seems Unisa did not market the idea/

99. of changing to online teaching to the students/

100. because out of 200 students in my group only 2 are active online/

101. When we have staff development programmes/,

102. we know our needs/

103. Like in this case I personally knew I was not good at e-teaching/

104. so I had my weaknesses/

105. and those are the weaknesses the intervention should have addressed/

106. So I expected the organisers to call us/

107. and say this programme is designed to enable you to teach through e-teaching/

108. What do you know about it? /

109. what aspects would you like us to train you in?/

110. They would have then discovered those teachers

111. who had what skills and knowledge/

112. then they would group us according to what we knew/

113. and taught us separately/

114. I mean those who were good at e-teaching /

115. and us who were not so good at it/

116. But I have to say that despite what was not done/

117. with regard to finding out our levels, /

118. we were able to learn/

119. and now I'm no longer anxious/

120. when I have to teach online/

121. No more butterflies in my tummy/

122. I think there should have been follow-up sessions…./

123. You see we were trained and left on our own/

124. Follow-up sessions can enable reunion with colleagues/

125. teaching the same subject/

126. It is at times difficult to succeed/

127. in implementing something new like e-teaching/

128. when you are alone/

129. It would be better if lecturers responsible for facilitating a particular subject/

130. to set aside days to meet/

131. and discuss what is going on/

132. Some times for example I face a problem of students/

133. not coming to discussion forums/

134. and I wonder if it is only my students/

135. or somebody else is facing the same challenge/

136. So if we met in follow-up sessions/

137. such problems will be shared with the administrators and among ourselves/

138. This will also be time participating lecturers to once again go through what was learnt during the training sessions/

139. if the need arose.

140. I feel the programme is okay for us lecturers/

141. It has given us online teaching skills/

142. It has given us new instructional strategies/

143. but what impact has it had or is it having on the students/

144. The students do not seem to welcome it/

145. They do not participate in the discussion forums/

146. and they keep on phoning me requesting face-to-face discussions/

147. So what is the use of training lecturers/

148. while the beneficiaries (students) of this training are not receptive to online learning?/

149. It may be a waste of university money/

150. I feel there should be a way to find out the impact of the training programme on student learning/

151. We need to know for example if it increases students' throughput/

152. We lecturers may be saying we have acquired the skills to teach online/

153. but have these skills been of assistance to the students?/

154. For me that is a concern/

155. especially because students have been reluctant to come online/

156. Well there are number of them/

157. Well, the way some of the presenters of the programme conducted their teaching or presentation/

158. Sessions with good presenters were enjoyable/

159. but those with poor presentation skills made lousy sessions/

160. They are demotivating/

161. and do not give you the enthusiasm to come back the following day/

162. Yaah Yaah… First of all the lady (trainer) came ten minutes late that day/

163. It was an afternoon. /

164. We were tired having had sessions in the morning/

165. Her style was demotivating/

166. because she could not even get trainees to work together/

167. She was more of an instructor than a facilitator/

168. She had poor presentation skills/

169. and did not respect the trainees/

170. When at one moment everybody turned their attention away from what she was saying/

171. she shouted and called the participants to order/

172. She seemed to use control methods/

173. that were usually employed by school principals/

174. She did not seem to respect us/

175. and the time we sacrificed to attend the training session/

176. Worse still she did not seem to be having knowledge about the topic she was presenting/

177. As a result the learning was not interesting/

178. nor was it stimulating to encourage contributions/

179. The class seemed to run without an agenda/

180. and the trainer seemed to focus on only three participants/

181. whom she seemed to know personally/

182. This was the worst! /

183. May be she would have done better had she been a trained teacher/

184. or had had lessons in facilitating learning for adults/

185. Really this facilitator was deflated/

186. failed to exhibit any enthusiasm and/

187. seemed as if she had been forced into the job of training./

188. My other concern about this training was time/

189. First of all we were supposed to do the entire course within just a few days/

190. and imagine some of us had to overcome the fear of using technology/

191. That takes time/

192. And then we were given the practical work/

193. This work required more than the 30 minutes we were supposed to use to do it/

194. And the presenters were also in a hurry/

195. So, no…no it was too much/

196. And when we finished the training... that was it/

197. No follow-up/

198. No continuity/

199. We were on our own/

200. So for me I needed more time/

201. I needed more time to be supported/

202. and I needed more time to learn/

203. and master the e-learning skills/

204. You see me, I wanted support right from the word go/

205. I mean as soon as I started the training/

206. During the session, of course I needed support from colleagues and the facilitator/

207. Some of my colleagues were better than I was/

208. so they would be of assistance to me/

209. I also wanted support/

210. from the facilitator herself/

211. She was crucial, this one/

212. The only problem is that in one session/

213. the facilitator was also not very clear/

214. I mean she did not have the technical knowledge/

215. and probably enough knowledge to facilitate e-learning/

216. In such cases it was hard/

217. And I also needed support after the training/

218. Indeed extra sessions/

219. may be meetings with colleagues and the facilitator/

220. just to reflect/

221. on how the implementation was going/

222. Just to share our problems and successes/

223. So it is support all through/

224. and I'm sure everybody liked this support.

225. for me I still feel that time, continuity and support from management are   some of the most critical issues/

226. that will ensure effective staff development if well addressed/

227. I also feel that all stakeholders…I mean all the departments; including students should support it if it has to be successful/

The meaning units began with a numerical identifier and ended with a forward slash. Giorgi & Giorgi (2003, 2009) notes that different researchers may delineate meaning units differently from the same narrative. Therefore how and when the meaning units are delineated is not absolute. But what is important to the entire quality of the analysis are the results.

It is important to mention here that during the process of unit delineation, the researcher kept in mind the fact that unit delineation should not take place in terms of his own views. He also desisted from treating each unit of meaning as a separate whole. This was important because doing so would have meant losing the context in which each unit was embedded and thus projecting his own explanations onto the experience of the participants. It would also have meant interpreting each meaning unit from the researcher's point of view as opposed to the participants' point of view (De Castro, 2003). It was therefore important in this case for the researcher to heed Polkinghorne's (1989, p. 54) advice that the divisions should be "those that naturally cohere in the text rather than those imposed by the expectations of the researcher's theoretical position."

5.2.3 Step 3: Re-grouping meaning units in clusters

Once the meaning units were delineated, the researcher went through each of them with the aim of transforming each unit into more psychological language (De Castro, 2003). This entailed the researcher expressing in his own words and as simply as possible the meaning that dominated each unit (Polkinghorne, 1989), synthesising and integrating the transformed units. The aim of describing each meaning unit in this way was to develop an exhaustive description of each respondent's experience of the phenomenon in order to develop the psychological intentions as embedded in the unit. Giorgi (2009) notes that in cases where the meaning units are either too short or too long in their delineation, the researcher is at liberty to combine or divide them. This is because how and where the units are delineated is not absolute. It is the results that are important to the overall quality of the analysis.

During this phase of analysis, participants' expressed "perceptions" and "emotions" as expressed in their descriptions were brought to the fore, making it possible for the researcher to come up with the findings (Giorgi, 1985). Care was taken to ensure that the meaning was retained when stating the meaning of the units in the researcher's own words with regard to what the respondents were saying and the context in which the experience occurred (De Castro, 2003; Giorgi, 2009; Broome, 2011). Thus, while the researcher re-expressed the units in the third person, he remained faithful to the meanings expressed by the participants.

Therefore phase 3 was a phase of the analysis where the researcher moved away from the actual words as given by the respondents and made a general summary of what the respondents had said. It is important that during this phase of data collection the researcher takes into account the context, the discourse and some background information that could help to shed more light on what the respondents are saying (Ratner, 2001). The idea was to bring to the fore what the respondents had implicitly said. Giorgi & Giorgi (2003) posit that unearthing ideas that may not have been explicitly said by the respondents enables the researcher to make known the respondents' lived experiences which are not clearly expressed by the participants. For example, when L1 expressed in unit 162 that *"some of us had to overcome the fear of using technology",* the unit was restructured and written as, *"She felt that she needed more time in the training since she had to overcome her anxiety and fear before proper training could start."* This phase was vital for the understanding of what the respondents had said, to identify units that were relevant to the study and build a coherent structure of the experiences as meaning units were interrogated to establish what they revealed about staff development.

By describing each meaning unit the researcher was also able to develop a thorough description of each respondent's experience of staff development; and it was eventually possible to develop the psychological intentions inside the descriptions (Giorgi & Giorgi, 2003, 1989; Ratner, 2001). Table 5.3 shows the actual and transformed units from respondent L1's transcript.

Table 5.3: Actual and transformed units of meaning

Discriminated meaning units expressed in L1's words	Discriminated units expressed in psychological language
1. We went to Unisa to be trained to teach online/	1. They went to Unisa to be trained so that they were enabled to teach online.
2. During the first session we were supposed to familiarise ourselves with e-learning/	2. At their first session they were supposed to familiarise themselves with e-learning as a delivery approach in ODL.
	3. They were told how important e-learning as a delivery approach was in ODL.
3. We were told how important e-learning is in a distance education environment/	4. They were told how important it was to use myUnisa as an educational tool.
4. We were told how important it was to use myUnisa as a tool to facilitate online learning/	
5. and the importance of facilitate learning in a more authentic, collaborative and interactive way/	5. They were told that it was important to teach using authentic learning tasks and that teaching and learning should be collaborative and interactive.
6. We were told that this was possible if we made use of myUnisa/	6. They were told that it was possible to teach in a collaborative and interactive manner if they used the educational tool, myUnisa.
7. The facilitators also wanted to find out our knowledge and skills with regard to the use of technology to facilitate learning/	7. During the training, the facilitators wanted to find out how much knowledge they had concerning the use of technology to aid teaching and learning.
8. It was really a good experience for me/	8. It was a good experience for L1.
9. But this first meeting was sort of an introduction to e-learning/	9. L1 felt that the first meeting they had was sort of an introduction to e-learning.
10. for me the session was an eye opener/	10. For L1, this first meeting was something that revealed unexpected facts about e-learning.
11. since it introduced me to competencies related to online teaching and to the skills I needed to use myUnisa/	11. That first training session introduced her to competencies and skills that were needed to use the educational tool myUnisa.
12. Through this training I was introduced to the use of electronic technologies/	12. Through this training L1 was introduced to the use of electronic technology in teaching.

Discriminated meaning units expressed in L1's words	Discriminated units expressed in psychological language
13. which included discussion forums, multimedia, wikis, blogs and many others/	13. The electronic technology L1 was introduced to include the use of multimedia, wikis, discussion forums and many other things.
14. We were not given any manuals; training guides and we never engaged in any…/	14. Though they were not given any training guides or manuals, L1 said that they were able to picture in their minds all the activities they were supposed to do.
15. We were nevertheless able to envision the activities that we were supposed to engage in/	
16. We learnt a lot/	16. L1 said that they learnt a lot.
17. The whole thing was hands on/	17. L1 said that the training was practical.
18. because we had to do exactly what we were supposed to do/	18. The training was practical because it reflected what was to be done in real life.
19. I mean it was practical/	19. She said that it was practical.
20. We worked on our own modules/	20. They worked on their own modules.
21. It was real as opposed to theoretical learning	21. The training was authentic as opposed to theoretical.
22. For me this was quite an experience/	22. For L1, the training experience was good; it was worthy.
23. I can now write script for audio podcasts/	23. After the training L1 is now able to write scripts for audio podcasts.
24. I can edit, record, and upload the audio podcasts/	24. L1 can edit, record, and upload the audio podcasts onto the internet or web.
25. using Audacity software and myUnisa podcast server/	25. L1 can also use Audacity software and the myUnisa podcast server.
26. I feel the training sessions gave me the skills and knowledge/	26. L1 feels that the training sessions enabled her to acquire skills and knowledge to teach online.
27. to use the self-assessment tool and onscreen marking tools on myUnisa/	27. L1 feels that the training enabled her to use the self-assessment tool and onscreen marking tools on myUnisa.
28. I'm now in position to make proper learning schedules with clear instructions/	28. L1 said that she was now in a position to make proper learning schedules with clear instructions.
29. to enable students learning effectively on their own when kilometres away from me/	29. L1 feels that the training enabled her to teach and her students to learn effectively on their own while far away from her.
30. I'm able to upload information and learning materials/	

Discriminated meaning units expressed in L1's words	Discriminated units expressed in psychological language
31. making easier for them to find what they want/	30. L1 is now able to upload information and learning materials onto the web as a result of the training.
32. This actually saves them the burden of hopping from one site to another/	31. L1 says it is easier for students to find or locate uploaded information.
33. looking for relevant materials/	32. Students' ability to easily find information saves them the burden of hopping from one site to another.
34. Actually I must say that I can now create supporting environment to my students/	33. Looking for relevant materials.
	34. L1 can now create a supporting learning environment for her students as a result of the training.
35. It is an environment where I help them to learn to help each other/	35. L1 helps her students to learn from each other.
36. I encourage them to interact with each other/	36. She encourages her students to interact with each other online.
37. I help them to set their own goals/	37. She helps her students to set their own goals online.
38. and I help them to engage in collaborative mobile learning/	38. L1 helps her students to engage in collaborative mobile learning.
39. I also tell them to share information and learning materials through podcasts, podcasts, blogs and instant messaging.	39. L1 tells her students to share information and learning materials via podcasts, blogs and instant messaging.
40. I liked the course/	40. L1 says that she likes the training course.
41. but the only thing was it was sort of a crash programme/	41. L1 says that though she liked the course, she regrets it was done in a hurry.
42. Some of us needed more time to practise the skills/	42. Some of them (trainees) needed more time to master the course.
43. but it was not possible to do it in the time we had/	43. It was not possible to successfully accomplish the training programme given the short time it ran.
44. And some of our friends were already having knowledge/	44. L1 notes that some of her friends already had some knowledge on e-learning.
45. and the how of teaching online/	45. Some of her friends knew how to teach online.
46. They knew to upload the information on the web/	46. She says that some of her friends knew how to upload the information onto the web.
47. and during practice in class it looked easy for them/	

Discriminated meaning units expressed in L1's words	Discriminated units expressed in psychological language
48. With me it was a different story/ 49. The idea of constructing a blueprint, making a storyboard, building an online prototype, performing this , aah what do you call it ? usability and reality checks/ 50. It was a big challenge/ 51. and the fear to fail/ 52. it made it worse for me/ 53. you see failing in the presence of those who knew the stuff/ 54. means being ashamed/ 55. You see as a person who is not so much in using technology/ 56. there is that fear to try / 57. You fear to try in presence of colleagues who know/ 58. Not much emphasis was put on the contents of the subjects we teach/ 59. And I think that was not good/ 60. I'm qualified but I still need a deeper understanding of my subject/ 61. My feeling is that if am well versed in the content of my subject/ 62. I will be in position to pass it over effectively to my students/ 63. This training we went through gave prominence to online delivery methods/ 64. but not subject content/ 65. Yaah a lot of time was spent on skills to teach online.	47. It seemed easy for some of L1's friends to upload information onto the web during practice. 48. With her it was a different story. 49. For L1, it was a big challenge to make a blueprint, a storyboard and building a storyboard online. 50. It was a big challenge for her to build these things online. 51. L1 feared to fail working online. 52. L1's fear to fail made matters worse for her. 53. L1 feared to fail in the presence of her colleagues who were already familiar with online teaching. 54. L1 says failure to work on the net would bring her shame. 55. L1 is not a daily user of technology. 56. L1 says she fears to use technology. 57. She fears to use technology especially in the presence of colleagues who are proficient users. 58. L1 said that during their training not much emphasis was put on teaching them subject content; 59. And she did not like that. 60. She said that though she was qualified, she still needed a deeper understanding of her subject. 61. L1 felt that if she was well versed in the content of her subject; 62. She would be in position to effectively pass it on to her students. 63. The training L1 was exposed to focused on the whole on online delivery methods; 64. But not on subject content.

Discriminated meaning units expressed in L1's words	Discriminated units expressed in psychological language
66. Yes the programme was successful/	65. L1 said a lot of time was spent on equipping them with skills to teach online.
67. I got the skills that I never had before/	66. She feels that the training programme was successful.
68. but I think the university should have consulted widely/	67. She said that she got the skills she wanted.
69. before introducing e-learning as policy/	68. However she felt that the university should have consulted widely;
70. I wonder if lecturers and students were consulted over this issue/	69. Before introducing the E-learning policy.
	70. L1 wondered if the Unisa lecturers were consulted on the introduction of e-learning as a delivery method.
71. Remember it cannot succeed if we lecturers don't support it/	71. L1's feeling was that implementation of e-learning as a delivery method was bound to fail if lecturers were not consulted.
72. It cannot succeed if students don't like it/	72. L1 felt that e-learning could not succeed without students' buy-in.
73. Of course I knew there were new developments at Unisa/	73. L1 knew there were new developments at Unisa/
74. concerning online teaching/	74. That concerned online teaching.
75. I knew that the university was going 100% online/	75. She knew that the university was going to fully embrace online teaching as a delivery method.
76. but how they were going to train us and enforce the new system, I did not know/	76. Despite knowledge that e-learning was going to be implemented; L1 did not know how academics were going to be trained.
77. I did not know the methods they were going to use to teach all the Unisa staff/	77. She did not know the methods the trainers were going to use to train the Unisa staff.
78. how long the training would take and many other things like that/	78. She did not know how long the training was going to last.
79. So I'm not surprised/	79. L1 was not surprised that even the students were rejecting online learning because they were not consulted.
80. that even the students are reluctant to participate/	80. L1 noted that students were reluctant to participate in e-learning.
81. They do not participate in online discussions/	81. Students do not participate in online discussions.
82. and they keep on phoning me/	82. Students keep on phoning L1.
83. trying to make appointments to see me face to face/	

Discriminated meaning units expressed in L1's words	Discriminated units expressed in psychological language
84. So I feel the university did not market the new system of teaching to the students/	83. Students prefer meeting L1 to have face-to-face discussions instead of e-learning.
85. This means that the idea of e-learning is not fully supported by all stakeholders/	84. L1 felt that the university did not consult widely before introducing online teaching.
86. I would have liked to see that the students we teach are interested in online learning/	85. L1 felt that the idea of e-learning was not fully supported by all stakeholders.
87. This however is not the case/	86. L1 indicated that she would have liked the students to be interested in online learning.
88. It seems Unisa did not market the idea of changing to online teaching to the students/	87. The students were not interested in online learning.
89. because out of 200 students in my group only 2 are active online/	88. It appeared to L1 that the university did not consult students before introducing online teaching.
90. When we have staff development programmes, we know our needs/	89. L1 noted that out of 200 students in her class, only 2 were active online.
91. Like in this case I personally knew I was not good at e-teaching/	90. L1 noted that academics' needs should be acknowledged during the preparation of staff development programmes.
92. so I had my weaknesses/	91. L1 confessed that she was not good at e-teaching prior to attending the staff development programme.
93. and those are the weaknesses the intervention should have addressed/	92. L1 indicated that she had weaknesses with regard to the use of technology.
94. So I expected the organisers to call us and say this programme is designed to enable you teach through e-teaching/	93. L1 felt that her weaknesses should have been identified prior to the commencement of training so that they could be attended to.
95. What do you know about it? /	94. L1 expected the programme organisers to have interacted with them prior to the commencement of training.
96. What aspects would you like us to train you in? /	95. She expected the organisers to have established the knowledge they had on e-teaching methods.
97. They would have then discovered those teachers who had what skills and knowledge/	96. She expected the trainers to find out from them (the trainees) what they would like to be trained in.

Discriminated meaning units expressed in L1's words	Discriminated units expressed in psychological language
98. then they would group us according to what we knew/	97. L1 said if a needs analysis had been conducted prior to the training the trainers would have identified skills that were lacking in the trainees.
99. and taught us separately/	98. Trainers would have been able to group the trainees according to the level of skills each trainee had.
100. I mean those who were good at e-teaching /	99. They would have taught them in separate groups.
101. and us who were not so good at it/	100. They would have put trainees with better e-teaching skills in a group separate from those
102. But I have to say that despite what was not done with regard to finding out our levels, we were able to learn/	101. with poorer skills.
103. and now I'm no longer anxious when I have to teach online/	102. They were able to learn though the trainers did not bother to establish the prior skills the trainees had.
104. No more butterflies in my tummy.	103. She was no longer anxious when teaching online.
105. I think there should have been follow-up sessions…./	104. She no longer fears.
	105. She feels there should have been a follow-up after the training to establish how the trainees were doing.
106. You sees we were trained and left on our own	106. L1 notes that they were training and left to work on their own without support.
107. Follow up sessions can enable reunion with colleagues teaching the same subject/	107. She would have liked a reunion with fellow course attendants also teaching her subject in follow-up meetings.
108. It is at times difficult to succeed in implementing something new like e-teaching/	108. L1 said that it was at times difficult to succeed at implementing e-teaching/
109. when you are alone/	109. When working alone.
110. It would be better lecturers responsible for facilitating a particular subject to set aside days to meet/	110. She would have liked academics responsible for the same subjects to set aside days on which they could meet.
111. and discuss what is going on/	111. Academics should discuss their experiences in such meetings.
112. Some times for example I face a problem of students not coming to discussion forums/	112. She experienced problems of her students not coming to the discussion forums.

Discriminated meaning units expressed in L1's words	Discriminated units expressed in psychological language
113. and I wonder if it is only my students or somebody else is facing the same challenge/	113. She wonders if it is only her students and not those of her colleagues who do not actively participate in the discussion forums.
114. So if we met in follow up sessions such problems will be shared with the administrators and among ourselves/	114. She feels that if they met with academics teaching the same subjects, they would share their experiences among themselves and the administrators.
115. This will also be time participating lecturers to once again go through what was learnt during the training sessions if the need arose.	115. She feels that follow-up meetings would give academics the opportunity to reflect on what they had learnt in the training sessions.
116. I feel the programme is okay for us lecturers/	116. She felt the training programme was okay for them as lecturers.
117. It has given us online teaching skills/	117. The programme gave them online teaching skills.
118. It has given us new instructional strategies/	118. It gave them new instructional strategies.
119. but what impact has it had or is it having on the students/	119. However, she wondered whether it had a positive impact on the students.
120. The students do not seem to welcome it/	120. She noted that the students seemed not to like the programme of e-learning.
121. They do not participate in the discussion forums/	121. The students do not participate in the online discussions.
122. and they keep on phoning me requesting face-to face discussions/	122. She noted that the students keep on phoning her requesting face-to-face meetings.
123. So what is the use of training lecturers/	123. She wondered if there was any rationale for training the lecturers;
124. While the beneficiaries (students) of this training are not receptive to online learning? /	124. Because students as beneficiaries were not or seemed not interested.
125. It may be a waste of university money /	125. She felt it could be waste of university money if students do not buy into the programme.

Discriminated meaning units expressed in L1's words	Discriminated units expressed in psychological language
126. I feel there should be a way to find out the impact of the training programme on student learning/	126. L1 felt that there should be a way of finding out the impact of the training programme on student learning.
127. We need to know for example if it increases students' throughput/	127. L1 indicates that they need to know whether training academics had a positive impact on students' throughput rates.
128. We lecturers may be saying we have acquired the skills to teach online/	128. She says lecturers' acquisition of e-teaching skills could be of no assistance to the students.
129. But have these skills been of assistance to the students?/	129. The skills could be of no benefit to the learners.
130. For me that is a concern/	130. For her she is concerned about the absence of a mechanism to establish the impact of staff development on students' performance.
131. especially because students have been reluctant to come online/	131. She notes that students have been reluctant to come online.
132. Well there are number of them/	132. She enjoyed attending a number of training sessions.
133. Well, the way some of the presenters of the programme conducted their teaching or presentation/	133. She enjoyed those sessions that had good presenters or facilitators.
134. Sessions with good presenters were enjoyable/	134. She noted that sessions with good presenters were enjoyable.
135. but those with poor presentation skills made lousy sessions/	135. Sessions with poor presenters were lousy.
136. They are demotivating/	136. Poorly presented sessions were demotivating.
137. and do not give you the enthusiasm to come back the following day/	137. Sessions with poor presenters were discouraging.
138. Yaah Yaah,… First of all the lady (trainer) came ten minutes late that day/	138. In one demotivating session, for example, the trainer came ten minutes late.
139. It was an afternoon. We were tired having had sessions in the morning/	139. That session was conducted in the afternoon. The trainees were tired as they had attended morning sessions.
140. Her style was demotivating/	140. The facilitator's style of presenting was demotivating.

Discriminated meaning units expressed in L1's words	Discriminated units expressed in psychological language
141. because she could not even get trainees to work together/	141. This particular facilitator could not get the trainees to work together.
142. She was more of an instructor than a facilitator/	142. The facilitator was more of an instructor than a facilitator.
143. She had poor presentation skills/	143. The facilitator had poor presentation skills.
144. and did not respect the trainees/	144. The facilitator did not respect the trainees.
145. When at one moment everybody turned their attention away from what she was saying/	145. At one moment trainees turned their attention away from what the facilitator was saying.
146. she shouted and called the participants to order/	146. The facilitator demanded order from the participants.
147. She seemed to use control methods/	147. The facilitator seemed to use control methods 148. Used by undemocratic school principals.
148. that were usually employed by school principals/	
149. She did not seem to respect us/	149. This particular facilitator seemed not to respect the participants.
150. and the time we sacrificed to attend the training session/	150. Participants felt that they had sacrificed their time to attend the training session.
151. Worse still she did not seem to be having knowledge about the topic she was presenting/	151. The facilitator seemed not to have adequate knowledge about the topic she presented.
152. As a result the learning was not interesting/	152. The learning in this particular session was not interesting.
153. nor was it stimulating to encourage contributions/	153. The training was also not stimulating and participants never contributed to it.
154. The class seemed to run without an agenda/	154. The class seemed to run with no agenda.
155. and the trainer seemed to focus on only three participants whom she seemed to know personally/	155. L1 noted that the trainer in this specific session seemed to focus her attention on only the three participants she seemed to know personally.
156. This was the worst! May be she would have done better had she been a trained teacher/	156. L1's feeling was that this particular trainer was not a trained teacher; otherwise she would have presented the training as trained teachers would do.
157. or had had lessons in facilitating learning for adults/	157. She felt that the trainer should have had lessons in facilitating adult learning.

Discriminated meaning units expressed in L1's words	Discriminated units expressed in psychological language
158. Really this facilitator was deflated/	158. She felt that the facilitator was not enthusiastic with regard to training.
159. Failed to exhibit any enthusiasm and seemed as if she had been forced into the job of training.	159. She felt that the facilitator had no passion for training.
160. My other concern about this training was time/	160. L1 had a concern with time as far as this training was concerned.
161. First of all we were supposed to do the entire course within just a few days/	161. She says they were supposed to do the training within just a few days.
162. and imagine some of us had to overcome the fear of using technology/	162. She felt that she needed more time in the training since she had to overcome her anxiety and fear before proper training could start;
163. That takes time/	163. and this takes time.
164. And then we were given the practical work/	164. She felt that there was a need for more time because of the practical work she had to do.
165. This work required more than the 30 minutes we were supposed to use to do it/	165. The practical work could not be accomplished within the 30 minutes that were allocated to it.
166. And the presenters were also in a hurry/	166. L1 notes that the presenters were also in a hurry to finish their work.
167. So, no..no it was too much/	167. There was too much to do for the trainees and trainers in a very short time.
168. And when we finished the training that was it/	168. She noted that they were left on their own without any assistance as soon as the training was over.
169. No follow-up/	169. There were no follow-up sessions after training.
170. No continuity/ We were on our own/	170. She felt that there should have been some form of continuity after the training.
171. So for me I needed more time/	171. She needed more time.
172. I needed more time to be supported/	172. She needed more time and more support from the university after training.
173. and I needed more time to learn /	173. She also needed more time in the training sessions for her to learn.
174. and master the e-learning skills/	174. She needed more time to master the e-teaching skills.

Discriminated meaning units expressed in L1's words	Discriminated units expressed in psychological language
175. You see me, I wanted support right from the word go/	175. She needed more support right from the start until she became a proficient user of the technology.
176. I mean as soon as I started the training/	176. She needed more time when she started the training.
177. During the session, of course I needed support from colleagues and the facilitator/	177. She needed more time during the training and she needed support from the trainer and colleagues who were better than her.
178. Some of my colleagues were better than I was/	178. Some of her colleagues were better than her so she needed their support.
179. so they would be of assistance to me/	179. Colleagues who were better than her would be of greater assistance.
180. I also wanted support from the facilitator herself/	180. She wanted support from the facilitator too.
181. She was crucial, this one/	181. The facilitator's support was very crucial.
182. The only problem is that in one session the facilitator was also not very clear/	182. Unfortunately in one of the sessions, the facilitator was not as good as she had expected.
183. I mean she did not have the technical knowledge/	183. The facilitator did not have enough technical knowledge.
184. and probably enough knowledge to facilitate e-learning/	184. The facilitator may not have had enough knowledge to facilitate-learning.
185. In such cases it was hard/	185. It was difficult for L1 in cases where the facilitators seemed not to have enough skills and knowledge to conduct the training.
186. And I also needed support after the training/	186. She needed support after the training.
187. Indeed extra sessions/	187. She needed support in the form of extra training sessions.
188. may be meetings with colleagues and the facilitator/	188. She needed support in the form of meetings with colleagues and the facilitators.
189. just to reflect on how the implementation was going/	189. She needed meetings with colleagues and facilitators in which they could reflect on how the implementation was going.
190. Just to share our problems and successes/	

Discriminated meaning units expressed in L1's words	Discriminated units expressed in psychological language
191. So it is support all through/	190. She needed meetings with colleagues in which they would all share their successes and failures.
192. And I'm sure everybody liked this support.	191. She needed support throughout the training sessions.
193. for me I still feel that time, continuity and support from management are some of the most critical issues/	192. She felt that everybody was in need of such support.
194. that will ensure effective staff development if well addressed/	193. L1 has a feeling that time, continuity and management support are key factors that account for successful staff development.
195. I also feel that all stakeholders… I mean all the departments; including students should support it if it has to be successful/	194. Addressing the question of time, continuity and support will ensure effective development programmes.
	195. She felt that success will also come as a result for support from all stakeholders, including all departments and students.

Having transformed the meaning units into a psychological language, and with constant reference to the topic and research question, each unit was interrogated, noting how it related to the research question. Constituents that were relevant to the study and research question were regrouped according to their intertwining meanings so that they could express the participants' lived experience (Wertz, 1985; De Castro, 2003; Giorgi, 2009). Meaning units that were related were thus clustered together and those that were clearly irrelevant to the phenomenon were left out (Hycner, 1985). In trying to regroup the relevant constituents together, meaning units 3 to 12, with the exception of 9, for example, were grouped together since they all expressed the idea engagement with students (see table 5.3).

It is important to note that the process of identifying meaning units that were relevant to the research and grouping them into central themes entailed the use of what Giorgi calls "imaginative variation."(Giorgi, 2009) According to Polkinghorne (1989, p.55), imaginative variation,

Is a type of mental experimentation in which the researcher intentionally alters, through imagination, various aspects of the experience, either subtracting from or adding to the proposed transformation. The point of free variation is to imaginatively stretch the proposed transformation to the edges until it no longer describes the experience underlying the subject's naïve description. The use of these processes is to enable the researcher to produce meaning transformations on which there is consistent inter-subjective agreement.

The use of imaginative variation in this study involved noting and following the participants' experiences while reflecting about the different possibilities of the meanings of such experiences (Giorgi, 1985), trying to determine the participants' essential and unchangeable experience, and discarding unessential meanings (De Castro, 2003) during the process of clustering and determining the central themes that emerge out of the clusters. Clustering and eventual identification of central themes transformed participants' implicit messages to explicit ones to ensure that the analysis brought to the fore lived meanings which were not clearly articulated (Giorgi & Giorgi, 2003; Giorgi, 2009; Husserl, 2008). But the process is not always clear and neat, and another researcher could come up with different clusters (Hycner, 1985).

The greatest challenge during this phase was coining a name for the central theme that adequately captured what all units in a particular cluster described, and a name that confirmed the communicated experience. The chosen name had also to be parallel to the experiences communicated in the interview. Bearing these challenges in mind, the researcher ensured that the process of naming the central themes was an iterative one. This allowed room for theme adjustment to ensure accurate portrayal of a particular aspect of the staff development experiences. Table 5.4 shows the clusters of meanings and the central themes from L1's protocol.

Table 5.4: Clusters of meaning and central themes

Clusters of meaning units	Central themes
3. They were telling us how to deal with students 5. We were trained how to engage students 6. We must go on site. 7. Give them (students) some work to do, 8. Encourage them (students) to come and share their problems 11. (How to) keep students interested and motivated 12. How to engage them (students) online. 80. that even the students are reluctant to participate/ 81. They do not participate in online discussions/ 82. and they keep on phoning me/ 83. trying to make appointments to see me face to face/ 84. So I feel the university did not market the new system of teaching to the students/ 85. This means that the idea of e-learning is not fully supported by all stakeholders/ 86. I would have liked to see that the students we teach are interested in online learning/ 87. This however is not the case/ 88. It seems Unisa did not market the idea of changing to online teaching to the students/ 89. because out of 200 students in my group only 2 are active online/ 112. Sometimes for example I face a problem of students not coming to discussion forums/ 113. and I wonder if it is only my students or somebody else is facing the same challenge/	Students' engagement

Clusters of meaning units	Central themes
4. How to do e-tutoring 16. Introducing us to the online platform. 26. This programme gave me a chance to be familiar with online teaching. 27. Now I can say I can use technology to teach. Of course … 28. Am not an expert yet… 85. I got the basic technological skills that I could use	Orientation to online teaching
10. We were also taught how to create activities online 18. These (learning activities) were ok, I mean exciting 20. Moments when we had to practically practise uploading files, using pointers, browsing the web, and engage in discussion groups 23. I can now write script for audio podcasts/ 24. I can edit, record, and upload the audio podcasts/ 25. using Audacity software and myUnisa podcast server/ 26. I feel the training sessions gave me the skills and knowledge/ 37 (We) were taught how to use discussion forums, (practically) how to upload course materials things 58. Not much emphasis was put on the contents of the subjects we teach/ 59. And I think that was not good/ 86. I now have the ability to use a number of software, identify features of the different software and 87. I understand the problems associated with these soft wares. 88. I can now teach online,	Knowledge and skills acquisition
19. I also had some anxious moments, 22. Sometimes things did not work out as they were supposed to.	Fear and anxiety

Clusters of meaning units	Central themes
23. As a first time user of the technology you become anxious.. 24. You realise that teaching online is not as exciting. 25. It is worse when you realise that your colleagues are getting things, like they are uploading successfully and you are unable to do it correctly… 48. I did not feel nice when at times I failed to do a task that my experienced neighbour did without a lot of effort. 49. You feel bad if you are the only one failing (to upload files) 50. It was a big challenge/ 51. and the fear to fail/ 52. it made it worse for me/ 53. you see failing in the presence of those who knew the stuff/ 54. means being ashamed/ 55. You see as a person who is not so much in using technology/ 56. there is that fear to try/ 57. You fear to try in presence of colleagues who know/ 79. So I'm not surprised/	
40. I liked the course/ 41. but the only thing was it was sort of a crash programme/ 42. Some of us needed more time to practise the skills/ 43. but it was not possible to do it in the time we had/ 47. If it were not for lack of time, they should have individualised our learning plans depending on our knowledge of e-learning and experiences. 96. It (the course) was too short… to cover all … aspects	Time

Clusters of meaning units	Central themes
117. The workshops should be continuous and not once-off as the ones we had. 124. This activity can go on for weeks 160. My other concern about this training was time/ 161. First of all we were supposed to do the entire course within just a few days/ 162. and imagine some of us had to overcome the fear of using technology/ 163. That takes time/ 150. and the time we sacrificed to attend the training session/ 139. It was an afternoon. We were tired having had sessions in the morning/	
156. This was the worst! Maybe she would have done better had she been a trained teacher 157. or had had lessons in facilitating learning for adults/ 158. Really this facilitator was deflated/	Facilitator's role
90. When we have staff development programmes, we know our needs/ 91. Like in this case I personally knew I was not good at e-teaching/ 92. so I had my weaknesses/ 93. and those are the weaknesses the intervention should have	Needs and expectations
68. but I think the university should have consulted widely/ 69. before introducing e-learning as policy/ 70. I wonder if lecturers and students were consulted over this issue/ 71. Remember it cannot succeed if we lecturers don't support it/	Buy-in
58. Not much emphasis was put on the contents of the subjects we teach/ 59. And I think that was not good/ 60. I'm qualified but I still need a deeper understanding of my subject/	Subject knowledge

Clusters of meaning units	Central themes
61. My feeling is that if am well versed in the content of my subject/ 62. I will be in position to pass it over effectively to my students/ 63. This training we went through gave prominence to online delivery methods/ 64. but not subject content/	
43. And some of our friends were already 44. having knowledge/ 45. and the how of teaching online/ 46. They knew to upload the information on the web/ 47. and during practice in class it looked easy for them/	Competencies

5.2.4 Step 4: Transformation of the meaning units into descriptive expressions

Phase 4 of the analysis was essentially the researcher's synthesis and integration of his insights about the transformed meaning of each protocol or transcript to make a final consistent description of the psychological structure under study (De Castro, 2003). First, the meaning units were synthesised in each transcript to make a description of each participant's experience (specific/situated description) (Giorgi, 1989). The idea was to ensure that the "structure expresses the essential network of relationships among the parts so that the total psychological meaning can stand out" (Giorgi, 1989, p.73). The individual descriptions obtained in this phase were used as a foundation upon which further analysis was done.

After completing the situated descriptions of each transcript, the researcher made a general description of all of them. The general description consisted of all those aspects/meanings that were common or general in all the transcripts and answered the research question (De Castro, 2003; Giorgi, 1985; Giorgi, 2009). Giorgi (2009) refers to the general descriptions as the general structure of the lived experiences as synthesised from the specific descriptions. According to Broome (2011), the general structure of the experience should be presented in a descriptive paragraph. The paragraph should lay out the lived experience of the researched topic from a

psychological approach. De Castro (2003) adds that the description should indicate the essential structure of the phenomenon (in this case staff development experience) and how the phenomenon was experienced.

Below are example excerpts of situated descriptions from respondents L1, L2 and L3.

Table 5.5: Specific description of situated structure (L1)

When asked for a detailed description of her experience, L1 indicated that they were invited for a course in which they were **introduced to teaching online**. She reveals that as a lecturer who was attached to a residential university, this course introduced her to teaching online. Through **exposure to practical** (authentic learning) activities she was equipped with essential **knowledge and skills** to teach online. The training, however, she said, had its **anxious moments**. As a first-time user of computers for online teaching, L1 explained that at many a time she experienced a **fear of technology** as she had to upload information on the net. She felt that it was difficult for her to carry out these tasks, especially in the presence of colleagues who were already proficient with regard to computer use. Not surprisingly, she appreciated and was happy to have been exposed to the training intervention, she was not happy that the training programmes did not provide enough **time** to enable her to master all the skills and knowledge that she would have liked to have learnt. She felt that the administrators of the programmes should have apportioned more time to the training programmes to enable her to master all the skills required for online teaching. L1 also noted the **poor presentation** and teaching skills of one of the facilitators and the facilitator's **failure to respect** the participants during the training. Her learning experience in this specific class was described as **lousy**. L1 also noted the **absence of support** from the institution after the completion of the training and the **lack of enthusiasm from the students** she was teaching online.

Table 5.6: Specific description of situated structure (L2)

L2, a black man in his early 40's held a PhD degree in mathematics. Like L1, he was a full-time lecturer at a university of technology but worked part-time as an e- tutor at Unisa. When asked for a detailed description of his experiences as a trainee to teach online, L2 was happy to share his experiences. Like L1, L2 revealed that he had been **exposed** to a **short training session** where he was supposed to be prepared for online tutoring. Because the respondent had had an earlier qualification in technology-aided teaching, he did not think that the training would be of any assistance to him as an e-teaching tutor. Nevertheless, contrary to his expectations, he found the workshop extremely **informative** as it provided a window through which he saw what constituted e-teaching and e-learning at Unisa. The respondent revealed that the initial meeting provided **a clear and accurate picture** with regard to current **teaching practices in ODL** and why Unisa was going to adapt e-teaching as the major delivery method. He confessed that while he **used technology to teach at residential universities,** he had never taught from a distance as he was now supposed to do. L2 indicated that he liked the sessions on how to **engage students online** as this was a new experience for him. The **practical activities** that he participated in were very rewarding as they equipped him with the **skills and knowledge** that he required to be a perfect teacher online. But in spite of the positive experiences he recorded, the respondent regretted t**he short time** that the training intervention was allocated. Though his skills in the use of technology were not bad, he felt that **more time** should have been allocated to the numerous practical activities they were exposed to during the session and the intervention as a whole. He was also not happy that after a short time of training to teach online, there were **no other follow-up training sessions** which could be used to establish whether the participants **were coping** with the online teaching exercise or not. He particularly mentioned the **reluctance of students** to come online and felt that such a challenge would have been discussed among the trainees if they had had an **opportunity to meet again** in follow-up sessions. Apart from that, L2 was of the opinion that a programme of this nature should have had a mechanism through which participants would be evaluated and its impact on learning or student throughput established. He noted that though participants gave feedback to the trainers online, this was not enough. The respondent would also have liked not only a **supportive context but also supportive trainers.** In this regard he wanted trainers who were conversant with all the skills to use myUnisa and to teach online.

Table 5.7: Specific description of situated structure (L3)

A teacher by profession, L3 was a white male in his late 50s and a PhD holder. L3 indicated that he felt the training **clarified the key competencies** he required to remain a relevant teacher in ODL. Having taught in ODL for the last twenty years, L3 revealed that he has seen the different modes of distance learning come and metamorphose into new and better ones. With ODL now **dependent on new technology,** the respondent said that he was lucky to have been part of this programme. Through **practical exercises** and **active participation** in the workshops, he said, he was able to acquire and **polish his online teaching skills**. He is now not only able to design online teaching materials, use online text tools, assess, use audio and video podcasts, but can also use and integrate online resources. He revealed that the training experience enabled him to **transfer the learning to the workplace.** It has made him a **committed** online teacher though it is at times a challenge to motivate students to come and participate in online learning activities. Asked how he felt the training intervention impacted on his online teaching, L3, like L4, L5 and L6 indicated that it had made him a more **effective online teacher** than he previously was. He hastened to point out that it was his wish that the intervention would bring all the academics together in **a community of practice** where they could constantly interact online, share their experiences and refine their methods of teaching. L3 regretted that apart from their reflections online to gauge the training they had been exposed to, there were no other ways to ascertain whether the participants in the training sessions had achieved all the objectives that had been identified in the different phases of training. He suggested **a need for continuous evaluation** of the academics' work and evaluation of the **impact of the entire training intervention**. He felt that this would establish the impact of the programme on student learning and throughput. One other thing L3 noted was the **need for commitment**. Asked about the most important thing he thought would **bring about change in the delivery method of learning**, L3 answered that the academics needed to be committed at all the stages of training. He felt that one will only **witness a change in e-Learning when there was commitment**. He believed that if the training intervention would be allocated enough time and resources, the academics would eventually accept e-teaching as a pattern in the university, and that online teaching would positively impact on student learning, and that academics and students would become committed users of technology and that university management would wholeheartedly support the change.

Table 5.8: Specific description of situated structure (L4)

L4 was a permanent lady lecturer in her mid-40s who held a master's degree. Having been a teacher in the ODL for more than 8 years, she was conversant with the different delivery methods in ODL. Before she shared her experiences , L4 explained the delivery methods she had been using over the years indicating how the post office was initially used before explaining that the university now compelled the lecturers to use online delivery methods. Indeed in sharing her experiences, she revealed she had attended several staff development programmes but decided to share only the experiences of her last programme-the eLearning training programme.

In her conversation L4 indicated that she had attended a two phase "crash" training programme that was meant to equip her with the techniques to teach online. She indicated that the first phase was all about selling the programme to the lecturers; **some sort of introduction**. During the introductory phase she revealed that they (the lecturers) reflected on how they taught their students and discussed the different methods of teaching. In the process they were drawn towards the rationale of electronic teaching and learning. Detailing her experiences, L4 said that she was exposed to **a practical training session** in which she was prepared to teach online. Challenging though it was, she was **equipped with vital online teaching skills** by the end of the training. Such skills included among several others how to write scripts for audio podcasts, editing, recording and uploading learning resources on the net. Asked how the training impacted on her teaching, the participant confessed that it had modified her skills and knowledge and greatly enhanced her ability to teach online. She indeed characterised her learning as a wonderful experience. Though she characterised the experience as a great one, the participant was concerned that the programme was **not given enough time**, forcing the participants to work under pressure and **causing a lot of anxiety** among them. She also indicated that it would have been a better programme if the organisers had built in **follow up sessions** after the initial training. She indeed decried the fact that the only time she met her fellow lecturers was during the training after which everybody went back to the comfort of their offices. This denied them the opportunity to come together as lecturers to discuss their successes and failures. Furthermore, the participant noted that almost all the training **focused on methods of teaching online** to the detriment of subject content. Whilst the majority of the facilitators did well, L4, felt that some did not have the **required skills and knowledge** to facilitate the programme. She specifically quoted incidents when the facilitators too like the trainees "struggled with the web-authoring tools on myUnisa". Though the participants were given opportunities to evaluate themselves by way of self-reflection, L4 felt that the programme should also had some other form of **evaluation t**o

ascertain the impact of training on student learning as the majority of the students were **reluctant to embrace eLearning.**

Table 5.9: Specific description of situated structure (L5)

L5 was a young black man of approximately 40 years old who worked as a lecturer at the university. The participant worked as an untrained teacher for several years in a high school whilst pursuing his master's degree with the University of South Africa as a distance learner. He was very excited to be part of this study. When requested for a detailed description of his staff development experiences, L5 revealed that he attended a staff development programme in which he and other colleagues were supposed to be trained so as to improve their e-teaching skills and competencies. In the first session, they were **orientated and introduced to the programme**. The participant indicated that this initial session prepared him for the second session of training where they engaged **in practical exercises** that were designed to **enhance their e-teaching skills**. As a result of the training L 5 said that he **acquired valuable skills** related to script-writing, recording, editing and uploading of the audio podcasts using Audacity software and the myUnisa podcast server. It was quite a busy week of intensive training as we touched almost all the online text tools that we use on myUnisa. He further mentioned that they familiarised themselves with such tools as the welcome or home page, announcements, discussion forums, FAQs/Q&A, of myUnisa. They were also taught how to **engage students o**n online learning platforms.

Asked how the training impacted on his teaching, L5 admitted it had had a tremendous impact. Whilst he indicated he was not without a clue prior to engagement in the training, the respondent revealed that after exposure to the training, his **e-teaching skills and knowledge improved.** He specifically mentioned he was now in position to make use of resources from external links like YouTube and Slideshare into his modules. Inspite of the modification in his e teaching skills and knowledge, the respondent notes that the training programme was **hurriedly conducted,** denying the participants **time** to master all the required skills effectively.

The participant noted that the learning experience put him in position to **implement collaborative and problem-based teaching,** to guide students on line and made him a better user of myUnisa; among many others things. Though L5 was not without a clue with regard to the use of technology in teaching, he shared with me moments when he experienced some **anxiety and fear of engagement with technology**. He however hastened to indicate that he quickly overcame the fear; unless those colleagues of his who had no experiences in the use of computers and myUnisa. This fear, he confessed, was not a good experience.

Asked what he would have done to minimize such fear if he was one of the organisers of this programme, L5 did not have a concreate answer to the question but indicated that there was **need for psychological preparation and encouragement** to all participants prior to the commencement of the training. He consequently suggested that **more time** should have been allocated to the introductory session of the training to address the question of anticipated anxiety and fear among those who were not very proficient users of technology. The question of time seemed to rank very high in L5's conversation. He did not only say that participants needed more time to overcome the fear but also talked about the need of more time for the entire programme to be implemented effectively, more time during the training sessions to allow participants perfect the skills. Apart the lack of enough time, L5 had a number of other concerns several other concerns. He for instance noted that during the training sessions, more **focus was put on methods of teaching online** to the detriment of specific **content knowledge.** He was also concerned that it was **a once off training, trainees never met again** to discuss their successes and failures, there were **no follow-up training sessions.** There was no opportunity for trainees to establish' communities of practice to act as a supporting mechanism and to reinforce their learning. The participant felt that some sort of **assessment and evaluation mechanisms** should have been incorporated in the programme to ensure that the set objectives are met. In light of the observation that some of the facilitators were not proficient in the use of technology, L5 felt that there was need to employ facilitators who had

In-depth knowledge of web-authoring tools on myUnisa and hands-on experience in the use of technology. L5 therefore felt that to some extent these factors impacted negatively on the integrity of the programme. Asked what he thought a good training programme looked like, he mentioned a combination of factors that included the **facilitators' ability to deliver** and **support of the trainees**, support **of the students** and **the university.**

Table 5.10: Specific description of situated structure (L6)

47 years of age, L6 was a black lady who had been teaching in ODL for seven years. Before joining Unisa she worked as a high school teacher for a period of 10years. She was excited to be part of this study considering that she had also studied as a long distance learner with Unisa before she obtained her master's degree. She had also obtained her bachelors degree as a part time student at the University of Johannesburg. Before the interview, she recalled her days as a distance and part time student when she had to travel a 400km journey from rural Mpumalanga province by train to Johannesburg to either visit the university library or to attend the evening part time classes. She was now a lecturer and she appreciated technology in education because it has eased the problems faced by part time and distance learners. She was excited to join the other trainees because acquiring the expected skills and competencies would not only make her work easier but would also be good for her students' learning.

Asked to describe her experiences, L6, like the other participants indicated that she attended an **introductory** session in which the rationale for Unisa implementing eLearning as a delivery method was explained. The participant appreciated this introductory session because her and the other trainees were told what to expect during the "real training" and this prepared her. Introductory sessions were followed by what she termed "real training" the following week. During the training sessions, L6 reveals that she and her fellow trainees **"went practical" as** all lecturers teaching a particular module worked together to identify the essential elements of their modules, drawing up the processes that were involved in the units in form of a storyboard on paper. After drawing these processes on paper, their facilitators required her and her fellow trainees to design them online; before trying out to ascertain if what they designed worked. L6 reports that she enjoyed the **participative nature of the training** but adds to say it was **challenging experience** as the learning tasks were difficult to execute. The participant further reported that owing to the difficult nature of the learning tasks there was need for **more time** to accomplish them satisfactorily.

When requested to explain how she benefited from this training programme, L6 said that that this programme worked as **an opener** for her and other participants as it answered "the question why e-learning and the benefits of e-learning." The exercises she was exposed to **prepared her to engage the students** online. The participant also revealed that the training sessions served as forums where lecturers who taught similar modules exchanged **ideas about their subjects**. But she says that though they initially met, shared

ideas and made friendship, did not go beyond the training sessions. L6 indicated that she would have loved to see the relationship created among lecturers during the training sessions to have continued and matured into supportive groups like lecturers' **communities of practice.**

During the conversation L6 raised a lot of issues that she thought that when addressed would have made her experiences even better. She for instance talked about the need for support. She felt that the training programme was **not supported by the students** since they were reluctant to come line and participate in discussion. She felt that trainees should have been **supported to form communities of practice** to act as supporting structures. She would have liked the **facilitators to play a big supporting role** during training sessions. This was against the backdrop that some **facilitators lacked the knowledge and skills** required to teach online teaching. L6 also expressed the need for support inform of **assessment** to establish whether the participants in the programme were achieving or had achieved the stated goals.

From each of the specific descriptions, a number of themes were identified. The following themes for instance were identified from L1's description. Theme 1 relates to L1's **introduction to online learning** and teaching, while theme 2 reveals her experience as a **participant in authentic learning activities** that were designed to equip her with skills and knowledge for online teaching (theme 3). It is evident that during the training the participant experienced not only anxiety (theme 4) but fear of technology (theme 5) and of not getting it right in the presence of colleagues who were proficient in the use of technology. Time (theme 6) as a theme often came up in the conversation such as when the respondent indicated the short time allocated to the training, the short time allocated to the completion of practical activities and the need for training to be not a once-off activity but a continuous one. Other themes from the same description related to **lack of student support enthusiasm** (theme 7) of online learning, facilitator's **poor presentation skills** (theme 8) that led to lousy learning experiences.

L1's situated experience can thus be accessed from these identified constituents. The initial meeting with the facilitators introduced her to e-learning. This was an important meeting since it laid the foundation for the training that was to follow. Her participation

in the practical activities that followed the orientation was as a result of her initial participation in the introductory session. But the participant's lack of previous practical experience or knowledge of e-learning and teaching was directly responsible for the fear and anxiety that she experienced during the second phase of the training session.

5.2.5 Step 5: Synthesis and integration of researcher's insight

In this step the researcher's insight about the transformed meaning units of each transcribed interview was used to synthesise and integrate a final consistent description of the respondents' experiences (Giorgi & Giorgi, 2003; Giorgi, 2009). Thus once all the above steps had been carried out with all the six participants, the researcher did a final and single general analysis. This entailed re-examining all the protocols and identifying all those statements taken as true in most cases. Thus, though individuals have distinctive or peculiar social experiences, when bound together in a particular context they are likely to share certain practices and values (Ratner, 1991). The analysis at this stage was therefore designed to establish similarities and differences in the respondents' individual structures. Wertz (1985) posits that the similarities are general statements that may become part of the general psychological structure of the phenomenon. On the other hand, the differences show the distinctive or peculiar structural features.

In order to understand the participants' phenomenological experiences the researcher moved from individual to general experiences. It is during this phase, according De Castro (2003), where protocols that had something in common were compared to each other to establish the similarities and differences in meaning constituents. The researcher then universalised the findings of the study by focusing on the essential aspects and characteristics of staff development experiences (the phenomenon). In this step the researcher interrogated all the clusters of meaning to determine if there were one or more central themes which expressed the essence of all the clusters (Hycner, 1985). Achieving generality or universality beyond individual cases entailed examining all relevant possible variations of the academics' staff development experiences and views. Transformed general meaning units were divided into specific constituents and placed into meaning. Consequently it was possible to link identified themes to meaning units. According to Ratner (2001), there are two types of themes -

central and general themes. While central themes embody the specific psychological significance of the meaning units, the general themes carry the meaning of the central themes (Ratner, 2001). From meaning units 17 to 19 in L1's protocol, for example, "the whole thing (training) was practical/ we had to do exactly what we were supposed to do/ I mean it was practical", a general theme "practical learning" was constructed since all the meaning units described getting involved in doing authentic learning activities. Through such a process several central themes were identified from each participant's transcript. These central themes were clustered in general themes.

Once all the above steps had been applied to all the six transcripts, it was possible to document the respondents' general experiences and perceptions about staff development. The central and general themes as extracted from each constituency are presented in Table 5.8.

Table 5.11: Central and general themes reflecting the experiences of participants

Central themes	General themes
Raising awareness of the programme	Orientation
Preparation for training	
Explanation of the programme's background	
Presenting a clear understanding of the programme	
A welcoming session	
An introductory session	
Doing practical activities	Authentic learning
Executing challenging activities	
Activities required a lot of time to solve	
Emphasis on group work	
Experience of online teaching	
Performing problem-based activities	
Active participation of academics	
Doing hands-on activities	
Working on own modules	
Engagement with technology	Knowledge & skills acquisition
Acquisition of basic technical knowledge of using computers	

Central themes	General themes
Building online learning communities Uploading online lessons Designing and uploading online materials Encouraging student socialisation online. Using myUnisa effectively	
Uncomfortable with technology Experienced unexplained fear Afraid of making mistakes Scary to think that you are not in control Fear to fail Fear to lose control	Technophobia & anxiety
Need to deepen knowledge in the subjects taught Keeping abreast with new developments in our fields Need for thorough grip on content Methods given prominence	Subject content
Dealing with students Doing e-tutoring Engaging students online Giving students work to do Encouraging students to come online How to create student activities online Keeping students interested and motivated online	Engage students

During the course of the interview, respondents expressed their views with regard to what they thought was lacking in the training programmes that they were exposed to and expressed a number of concerns. Asked what they would have wanted the training programmes to look like, the majority of the respondents indicated that they felt that they needed support (supportive context) and would have liked acknowledgement of their levels of experience with regard to e-teaching /e-learning so that the training could be pitched at their respective levels (alignment of programmes). They also felt the need for follow-up programmes (follow -up programmes) so that they could share their experiences. In order to establish the effect of the training programme on student learning and throughput rates, some of the respondents suggested impact studies

(need for impact study). Furthermore, the respondents expressed their concerns about the short duration of time that was allocated to the programme as a whole and the short time they were given to carry out the practical work during the training. They also emphasised the need for evaluation, the need for the formation of a community of trainees for sharing experiences and supporting each other, and the need for a supportive virtual learning environment. The central and general themes that emanated from the data concerning the above issues were captured separately and are reflected in Table 5.6 under the title "participants' concerns".

Table 5.12: Central and general themes reflecting participants' concerns

Central themes	General themes
Failure to consult lecturers and students Possibility of failure due to lack of support Rejection of programme by students Lack of information about the training intervention Not knowing how training will be carried out Not aware of the programme's duration	Need for supportive context
We know our needs Intervention should have addressed our needs Need to find out lecturers' base knowledge No opportunity to clarify areas of concern Failure to provide information about the procedures involved	Lecturers' needs & expectations
I think there should have been follow-up sessions.… It is at times difficult to succeed in implementing if alone Set aside days to meet and discuss what is going on Share concerns with friends and administrators in follow-up meetings Opportunity to collectively reflect on training	Need for follow-up sessions
Need to critically reflect on our success and failures Measuring progress and success On-going self-evaluation Set evaluation standards	Need for evaluation
Little time spent on practical activities Two weeks not enough time for the course Need for time to overcome fear of technology	Duration of intervention

Time needed to master the new skills	
Need for presenter to take time explaining new concepts	
Facilitators' poor presentation skills	Supportive virtual environment
Trainers' lack of in-depth knowledge of web-authoring tools on myUnisa	
Trainers' lack of the technical knowledge and hands-on experience in the use of technology	
Trainers' inability to satisfactorily answer trainees' questions	

5.3   SYNTHESIS

This chapter dealt with the process through which data was analysed to synthesise staff development experiences of six Unisa academics. Giorgi's descriptive analytical procedures were used to reveal the academics' experiences, concerns and views about staff development. In accordance with Giorgi's analytical procedures, the raw data was segmented, developed into structures, constituents, and categories that exposed important themes that answered the research questions. From the themes that emerged through the analysis, it became evident that the academics were exposed to both positive and negative experiences. In order to be able to give an account of the academics' lived experiences, all general themes that emerged during data analysis will be grouped under the four aspects of lived experience, namely the lived space (spatiality), lived body (corporeality), lived time (temporality) and lived human relations (relationally). These will constitute the findings of this study; and are now presented and discussed in chapter 6.

CHAPTER 6
FINDINGS AND DISCUSSION

6.1   INTRODUCTION

The previous chapter presented a phenomenological data analysis, indicating how raw data was processed into thematic descriptions of the participants' staff development experiences. This chapter presents the findings of the study in the form of phenomenological themes.   Since there are no clear ways of identifying phenomenological themes, Van Manen (1990) indicated that the four basic existential themes that run across individuals' life worlds, namely lived space (spatiality), lived body (corporeality), lived time (temporality), and lived human relation (relationality or communality), irrespective of participants' historical, cultural or social situatedness, could be used.   In presenting the findings in this study, these four aspects of lived experience are used to give accounts of the respondents' lived experiences. This is vital, since phenomenology focuses on experiential patterns of any given experience.

6.2   PRESENTATION AND DISCUSSION OF FINDINGS

What emerged from this study is that, probably owing to the same challenges academics experienced as teachers who were supposed to learn teaching online, they shared the same experiences in the initial stages of the intervention. Nevertheless, owing to the different prior experiences with regard to technology use and online teaching, individual differences and experiences were recorded as the conversations progressed. Asked how they experienced the training for instance, all the respondents had similar experiences related to the initial introductory and learning phases though differences emerged with regard to how each individual experienced the learning and the introductory phase. For instance, each of the respondents stated that the intervention had exposed them to an introductory phase which raised their awareness and prepared them to teach online, and yet the way each academic experienced this phase was different depending on the knowledge each of them had about online teaching. While some respondents felt that the introductory phase should have established the knowledge base of every individual, those who were conversant with how technology worked in teaching did not have any objections about having

been grouped and trained together with the novices. These experiences are now presented under the following phenomenological themes.

6.2.1 The lived space (spatiality) experiences

This theme had to do with respondents moving to Unisa training centres as physical places, getting trained and experiencing their lived training space. Phenomenologically, place refers to an environmental locus that brings human experiences, actions, and meanings together spatially; and can range in presence from an environmental feature or room to a complete building, neighbourhood, city, or geographical region (Seamon, 2013). Generally, lived space denotes an existential theme that refers to the world in which individuals move and where they find themselves at home. It is space as individuals experience it as opposed to the mathematical space that denotes length, height, depth or dimensions of space (Fuchs, 2007). Seamon (2013) notes that from a phenomenological perspective, place is not the material environment that is different from the people who occupy it. It is on the contrary that indivisible, usually unseen phenomenon of individuals-experiencing-place. Becker (1992) notes that experiential space is of great importance since it is a rich source of information about life. It is important to inquire into a respondent's lived space for it is the lived space that gives a particular experience its quality of meaning.

Academics' interactions within the physical space at training centres' lived space in this study entailed the trainees "moving" in staff development sessions at Unisa. Through interaction among participants and trainers, the training resources in the training sessions, and the physical space as provided by the university, individual trainees were orientated to online training, making it possible for them to acquire the vital skills and knowledge to teach online (Fuchs, 2007). This is diagrammatically presented in Figure 6.1.

Figure 6.1: An illustration of academic trainees' lived space

P/O = persons (fellow trainees and trainers) or objects in the lived space
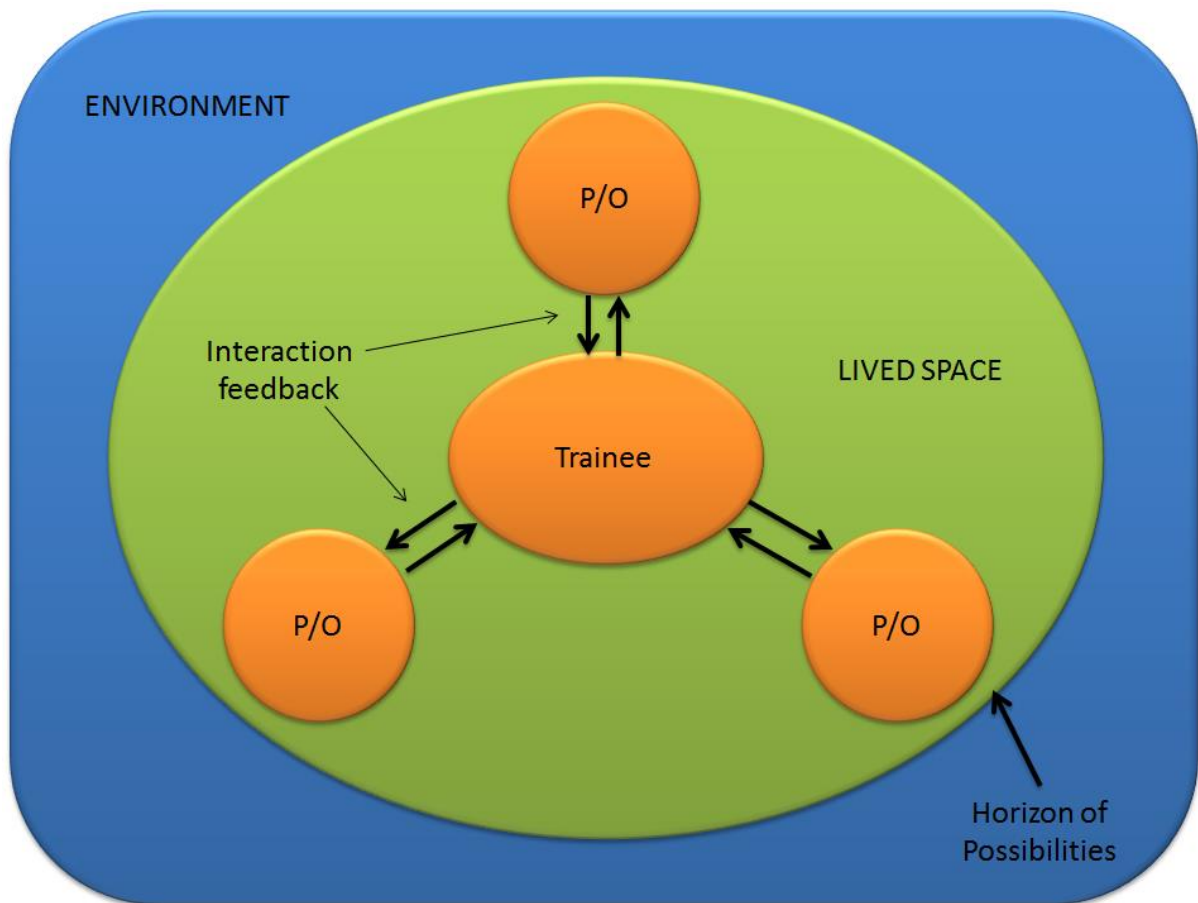
Source: Adapted from Fuchs (2007, p. 427)

As reflected in Figure 6.1, the respondents' lived space entailed individual trainee's interaction with fellow trainees and resources (p/o) in the environment. Through this interaction and the subsequent feedback, respondents were introduced to the programme, acquired the vital skills and were put in a position where they would be able to engage students online for online delivery of learning. The constituents of the lived space for each participant are reflected in Table 6.1.

Table 6.1: Constituents of the lived space for each participant

Constituents	Participants
Orientation	
Introducing participants to online teaching	L1, L2, L3, L4, L5, L6
Addressing trainees' information concerns	L1, L2, L3, L4, L5, L6
Establishing trainees' prior e-learning knowledge	L1, L2, L3, L4, L5, L6
Skills and knowledge acquisition	
Acquisition of technical knowledge of using computers	L1, L2, L3, L4, L5, L6
Ability to build online learning communities	L1, L2, L3, L4, L5, L6
Ability to upload online lessons	L1, L2, L3, L4, L5, L6
Capability to design and upload online materials	L1, L2, L3, L4, L5, L6
Ability to encourage student socialisation online	L1, L2, L3, L4, L5, L6
Ability to use myUnisa effectively	L1, L2, L3, L4, L5, L6
Student engagement	L1, L2, L3, L4, L5, L6
Assign collaborative assignments	L1, L2, L3, L4, L5, L6
Avoiding reading to students	L1, L2, L3, L4, L5, L6
Assigning (students) work to do	L1, L2, L3, L4, L5, L6
Encouraging them (students) to come and share their problems	
Creating interesting activities online	L1, L2, L3, L4, L5, L6
Use strong visuals	L1, L2, L3, L4, L5, L6
Keeping students interested and motivated	L1, L2, L3, L4, L5, L6
Speaking slowly and clearly	L1, L2, L3, L4, L5, L6
	L1, L2, L3, L4, L5, L6

6.2.1.1 Orientation

Studies on educational change and adoption of new technology in education have shown the need to orientate teachers to new innovations before implementing change (Kember & Mezge, 1990; Horsley & Loucks-Horsely ,1998). All participants in this study indicated that they attended introductory sessions in which they were introduced to teaching online and were encouraged to move away from their current teaching approaches to e-learning as an innovative approach. The respondents indicated that the programme organisers explained to them the advantages of e-teaching and learning and urged them to get acquainted with myUnisa as an online tool to facilitate

learning in a more authentic and interactive way. They further revealed that during the initial training sessions they were not only brought on board with online learning but were also exposed to a number of teaching approaches that they could use online. These included collaborative and participative approaches, construction of authentic experiential tasks and doing assessment online. They were also allowed a self-assessment activity in which they were given an opportunity to talk about their current knowledge of online teaching. The respondents stated the following in this regard:

L6: *Well, I experienced the training. First we attended sort of an introductory course where the whole thing was introduced to us. They explained the new university policy you know, that teaching and learning were now to be done online and they gave us the reasons why. They also sort of wanted to know how good we were at teaching online. They told us why it was important for everybody to attend all the training sessions and then we were prepared to attend the real thing (training). The following week was a week of training. I should say that it was a good experience, apart from the speed with which it was introduced and conducted. Everything from the introduction phase throughout the training sessions, everything was done sort of hurriedly.*

L2: *I attended an introductory workshop at Unisa. We were introduced to the idea of online teaching. Basically the workshop was an information session, telling us the benefits of teaching online and how the major training was going to take place. It was… yaah, what can I say, it was a well organised session, the venues were okay, and yaah we were prepared for the sessions which were to come later on.*

L3: *We were trained to teach online but before the actual training we attended a session in which we were briefed on what is it that we were going to do. I mean why we were to train and how the facilitators talked to us about the teaching methods during these sessions, mentioning the need for collaborative and participative approaches, the need to construct and give our students practical and doing assessment online. And we also talked about our own experiences as lecturers.*

It is evident that the initial phase of training sessions at the university was not only designed to orientate the participants to e-learning, but also to establish their knowledge and skills with regard to e-learning. Trainees were made aware of the

advantages of using e-learning, told how it would enhance their teaching as ODL lecturers and then urged to get involved in the training. The participants were also presented with more detail regarding the characteristics, effects and requirements for participation in the training. The participants' experiences entailed the acquisition of a general sense of awareness of the programme on e-learning and of the virtual learning environment (VLE) at Unisa.

Respondents were told about the importance of making a transition from their current approaches to teaching to the e-learning approach. It should be noted here that the initial training sessions as provided to the respondents were in line with the postulates as provided by the CBAM model of change as explained by Loucks- Horsely (1996), as they addressed the participants' initial three major concerns; namely their need for involvement, need for information and personal concerns. The programmes did not only involve the respondents in discussions regarding e-learning, but also provided clear information concerning the intervention. By involving the participants in the discussions, the facilitators managed to shed more light on the e-learning intervention (awareness). On the other hand, by providing information about e-learning and relating the changes to current teaching practices at Unisa, they were able to address the participants' information concerns. The respondents' personal concerns were addressed when they were told how the e-learning intervention would affect their teaching.

6.2.1.2   Skill and knowledge acquisition

The training space provided all participants with opportunities to participate in practical development sessions which provided them with the cognitive, affective and psycho-motor   skills and knowledge to use online tools. Participants indicated that they received training in audio podcasts. They were not only trained in script-writing but also in recording, editing and uploading the audio podcasts using Audacity software and the myUnisa podcast server. Respondents were furthermore empowered with the skills and knowledge to use the self-assessment tool and onscreen marking tools on myUnisa.

Since most of the tools on myUnisa are text-based, participants indicated that they experienced training in the use of online text tools. Respondents were thus familiarised with the use of the basic text tools and editing functions on myUnisa. The tools include the Welcome/Home page, Announcements, Discussion Forums, FAQs/Q&A, and the web authoring tools in Learning Units as indicated in Figure 6.2 below.

Figure 6.2: Home page on Unisa virtual learning environment training website
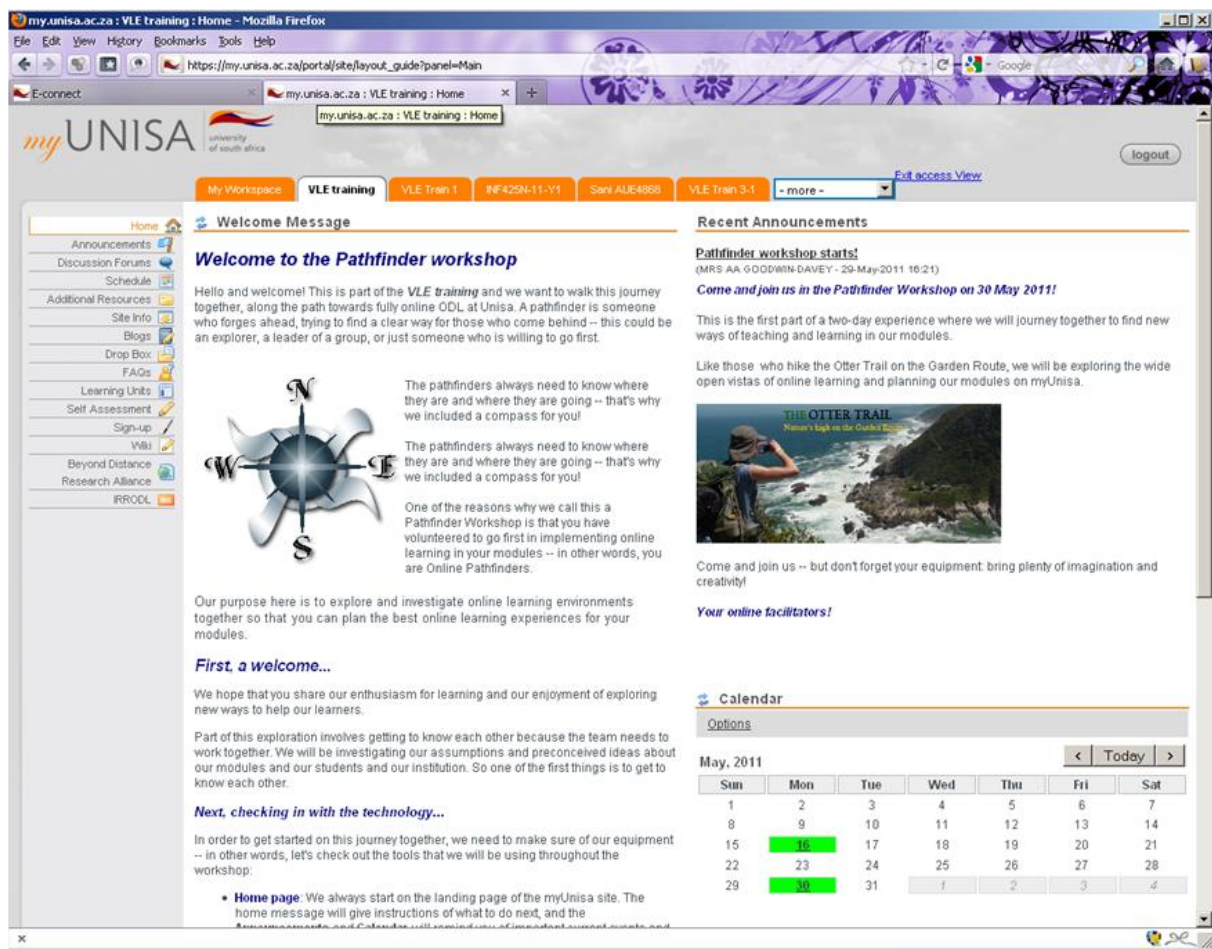
In addition to the form of training as explained above, respondents indicated that the training sessions equipped them with the skills and knowledge to integrate resources in their online modules. Participants were not only required to use resources from external links such as YouTube and Slideshare but were also trained to integrate and use such resources as well as self-created podcasts, PowerPoint presentations and presentations from subject-matter experts around the world. Issues regarding matters concerning copyright, plagiarism and creative common licences were also explored.

Respondents reported that they were also able to obtain knowledge regarding their individual subjects and methods of teaching. It was not only possible for them to facilitate the students' understanding of subject content online, but they were also able to act as technology experts as they assisted students in making technological choices that made learning online easier for them (students). Furthermore, the participants felt that they were better designers of online learning tasks, administrators of student records, facilitators of supportive online learning tasks and better student counsellors after going through the training intervention. They could also provide grades, feedback, as well as validate students' work online.

The staff interventions therefore enabled them to become better e-learning teachers. Through the various sessions, the participants indicated that they acquired new skills that they could engage in e-teaching. They revealed that the programmes tremendously impacted on their skills and competencies to teach online and on their knowledge about online teaching and learning. Apart from being equipped with online teaching skills, the respondents indicated that the programmes also covered issues pertaining to the creation of a supporting and non-threatening environment, creation of an online learning community, management of learner diversity and creating a non-threatening and comfortable space for students to discuss and share ideas on the discussion forums.

The participants maintained that all these ideas greatly impacted on their skills to teach online, on their knowledge of online teaching and learning, in addition to shaping their classroom instructional methods.

Asked how the training intervention impacted on her teaching and her role as a distant tutor for example, L5 echoed the sentiments of the other respondents, indicating how the training had put her in a position to support her students online. Below is L5's view:

L5: *For me, I must say the exercise* (training) *had a tremendous impact on my ability to teach online. I'm now in position to invite my students on the discussion forums. And ….though not many of them are willing to come to the learning platforms or these discussion forums, I can personally implement collaborative and problem-based*

teaching. Am able to guide the few who are willing to learn online, I can encourage them to learn on their own. And of course am better when it comes to using myUnisa. I can upload information and learning materials for my students and apart from that we are able to work as a group through innovations like podcasts, podcasts, blogs and instant messaging.

In the same vein, though he had some knowledge on e-teaching and learning before this particular training intervention, L2 felt that it was worth attending the training intervention. The respondent revealed that after the programme he appreciated the idea of presenting logical, sequential and developmental lessons to his online students and to keep proper records of planning, learner progress and to build current lessons on previous ones. Still answering the question about what he appreciated most from the training intervention and how it impacted on him, L2 said that he appreciated the idea of planning, preparing and presenting learning in such a manner that the student has control over content, sequencing and the learning strategy. The respondent indicated that,

L2*: You see I learnt quite a lot from the training. Apart from the fact that I can now combine resources in my online module, I'm also able to use links such as YouTube and Slide share, self-created podcasts and PowerPoint presentations. But I also appreciated the sessions on planning, preparing and presenting learning in such a manner that the student has control over content, sequencing and the learning strategy. We were told, if we have to give content, it must be within a context a student understands. If we are sequencing this content, it should be in a top-down fashion, I mean we provide an overall picture before specific facts and skills are provided. Our learners must also be able to do activities that allow them to apply learning in realistic contexts. So, as the facilitator told us, it was up to us design learning activities and make sure that such activities are presented in such a way that challenges the student to learn. But what I have to say, this way of teaching is not easy. I must confess I have not been able to implement it 100%. I'm trying though.*

L4, like L3, felt he emerged from the training programme a better monitor and assessor of student progress. He felt that the programme equipped him with the ability to give his learners insightful, regular, consistent and timeous feedback online. He also

indicated that as a result of the training programme, he is now able to use multiple assessment strategies that address the needs of all his students. The respondent mentioned further that he was now in position to use online student assessment tools like quizzes or exams, and to use learning management systems (LMS) like Moodle, to improve learning. Explaining how assessment seemed to be the most difficult job for a teacher, L4 revealed that he was now in a position to set multiple-choice question for more than 300 students and mark them in just minutes online and give feedback within a short time. In his own words, the respondent stated the following:

L4: *For me, the course* (training) *relieved me of the burden of marking scripts. It is now possible for me to create better multiple-choice questions for over three hundred students and mark them within minutes. What a relief! I can also give self-check exercises online, give quizzes and exams to my students without the stress of marking that I experienced before. I feel this is better for me and my students since they get feedback faster than before and it is time-saving for me. So for me I appreciate all the other skills I got but I appreciate more the skills to mark students' work online.*

But of all the respondents, L6 seemed to have gained some extra benefit from the training. The respondent indicated that the training period was an opportunity for him to interact with fellow distance education teachers, *"apart from preparing me to teach online as I told you earlier, I think I also got the opportunity to meet other lecturers in my subject."* L6 then goes on to explain how such interaction led to the formation of amicable and collaborative relationships between him and other stakeholders like the ICT experts, managers and pedagogical experts. This was an important development because, as Kilfoil (2004, p.2) noted, having the ability to create amicable working relationships is as vital as having the ability to facilitate learning since the teachers' "expertise can be complimented by that of learning developers who have educational qualifications and experience in curriculum development, learning development, instructional design, use of assessment as integral to learning, best practices in open distance learning (ODL) methodology". L6 noted that this bonding between the academics and other stakeholders enabled all the participants to have discussions related to their own career development and allowed them to share resources and learning materials, reflect on student work, discuss and reflect on practice and beliefs,

share expertise and reflect upon their teaching and assessment strategies. The respondent reported that:

L6: *I liked the idea of us meeting in a single place. We created friendship amongst ourselves and we were able, even after the training, to share, learn from each other, and reflect upon the new practices, our knowledge and expertise … but unfortunately this relationship was not developed beyond the training sessions. It lasted as long as the training sessions lasted as we neither organised follow up sessions nor formed permanent groups in which we could discuss our successes and failures continuously.*

The training interventions further accorded the participants opportunities to demonstrate their ICT skills and the skills to teach online. They did not only receive education and instruction on how to teach online, but they also learnt new ways of creating information and connecting with other lecturers in the virtual classroom. The respondents noted that this training period was also a period of reflection and re-evaluation of the types of skills and competencies that they needed to be effective online teachers. For instance, it emerged that as they discussed among themselves they realised that online teachers do not only require ICT skills but also need social skills, creativity and sound level of information literacy. They also noted that the acquisition of ICT skills was not only to enhance student learning but also their own learning. In this regard, the respondents noted that they required ICT skills to execute such tasks as word processing templates, to plan and write their lessons easily, record students' assessments and to share teaching and learning resources with each other, in addition to enabling them to set web-based assignments, engage in video conferencing between different ODL institutions and support pedagogy. With regard to supporting pedagogy, the feeling among the participants was that the use of ICT reduces student dependency on them as they (students) pace their own learning, play an active role, and construct knowledge rather than taking the more passive role of receiving it. L3's response to a question regarding how she benefited from the training intervention aptly captured the views of the other respondents. L3 said the following:

L3: *During this time (training time) I did not only make friends as I met other tutors. We talked about a wide range of other topics, ranging from students' reluctance to participate in the discussion forums to the other numerous skills that we need to make*

online teaching a success. For example, we also need to learn social skills. How to relate to the students and our fellow colleagues and things like that. And I think the programme is not for students only. It also helped us to learn. I mean the skills we got we can use to make our work easier, I mean to plan , to word process, assessments, setting exams on the web and so forth.

What these observations imply is that the respondents felt that the training interventions did not only equip them with the skills to teach online but also gave them the ability to effectively respond to the changes brought about in by ICT. The respondents were able to develop and demonstrate IT skills as well as generally keep up with the millennial learners' IT skills whose IT skills could be better than those of the lecturers.

Given the views of the participants, it can be said that to an extent, the acquisition of the online teaching skills enabled them to communicate and interact with their students, instruct and engage in online teaching and learning, and manage and administer student records online. Furthermore, as all the participants had been educated in traditional, residential institutions with face-to-face interactions, and as not all of them were familiar with the use of technology in teaching, they viewed these training programmes and their acquisition of online teaching skills as opportunities for change or transition. They viewed themselves as changing from being dispensers of knowledge as traditionally done in conventional institutions, to online learning facilitators. Specifically, the participants perceived the interventions as being designed to bring about changes in the way they interacted with their students and colleagues, and changes in the instructional design (organisation, management, and control or assessment of the teaching and learning) with regard to the virtual class.

The question that arose was the extent to which they were able to use the newly acquired skills for effective teaching and learning. When asked how they rated themselves with regard to using the acquired skills after the training, the majority indicated that it was beyond question that the training intervention had orientated and prepared them to be effective online teachers. However, while they were able to plan and use their skills in the virtual classroom, and while they mechanically tended to adhere to the steps and procedures required for online teaching, they had not

established the use of online teaching as a routine. They also expressed the need to refine their skills and fully integrate technology in all their facilitation activities in order to function effectively as online teachers.

The respondents' views were in line with the dictates of the levels-of-use (LoU) stage of the CBAM model where the trainees were not only able to assess their progress regarding online teaching but were also in a position to identify the stage where they would have liked to be. But while the participants felt that the programme had prepared them for their cognitive, affective and managerial roles as ODL teachers, they also raised a number of concerns that they felt had to be addressed for the effective implementation of e-teaching and e-learning at the institution. All the respondents, for example, indicated that they had the knowledge, they could understand and apply some of the skills they had acquired; and they had been motivated to use the technology in their teaching and were now in a position to enhance learning by using technology. However, the course would have been better if their concerns had also been addressed.

6.2.1.3 Engagement with students on e-learning platforms

The respondents' lived space also entailed sessions which were dedicated to teach them how to engage students on online platforms. The respondents indicated they were happy with sessions that were designed to help them to engage students online by making the students feel like they were part of the class. In L2's words, "*the emphasis in these classes was that we as lecturers should try as much as possible to engage them since this is bound to make them succeed in the class and to continue using what they learn even after the end of the class.*" To avoid disassociation or isolation among the students, the respondents were advised to assign collaborative assignments as opposed to individual ones that encourage students to merely fill in assignments without responding to each other. In this regard L3 indicated that, "*we were told to put students together as partners or in small groups to work on assignments*".

L4 indicated that they were also advised to avoid reading and lecturing as these were the least effective in encouraging student learning. The trainees were advised to present lecture components of their teaching, if they had to, by making video lectures with strong visual components. In addition to this, L5 revealed that, *"we were also advised to speak slowly and clearly."*

6.2.2 The lived body (corporeality) experiences

Phenomenologists believe that the body links individuals to the social and material world, and is the medium of learning and knowing. Thus learning and knowing are embedded in individuals' practical, bodily and emotional experiences (Yakhlef, 2010). Merleau-Ponty (1962) posited that phenomenological learning entailed a process of incorporating and absorbing new competencies and understanding in individuals' body schema. This consequently changes one's ways of acting and perceiving (Yakhlef, 2010). The lived body theme therefore examined academics' experiences that were related to their empowerment as online teachers through the acquisition of online teaching skills and knowledge that eventually changed their ways of teaching and perception about e-learning as a delivery method in ODL.

Though participation as a bodily practice has been given little attention in the course of exploring staff development and knowing processes (Yakhlef, 2010), it is through active participation that individuals move from being observers of what goes on in their communities to becoming more involved in centralised performances (Wenger, 1998). In the context of this study, the academics' need to adjust to the context of teaching at Unisa (their body's perpetual *needness*) (Todes, 2002) drove them, through participation, to construct their own identities as proficient users of technology in teaching. Table 6.2 reflects the lived body experiences for each participant.

Table 6.2: Constituents of the lived body experiences for each participant

Constituents	Participants
Participation in authentic learning activities	
Doing practical activities	L1, L2, L3, L4, L5, L6
Executing challenging activities	L1, L2, L3, L4, L5, L6
Participation in group work	L1, L2, L3, L4, L5, L6
0Experience of online teaching	L1, L2, L3, L4, L5, L6
Performing problem-based activities	L1, L2, L3, L4, L5, L6
Executing hands-on activities	L1, L2, L3, L4, L5, L6
Working on their modules	L1, L2, L3, L4, L5, L6
Technophobia, anxiety and fear to fail	
Uncomfortable with technology	L1, L3, L5, L6
Experienced unexplained fear	L1, L3, L5, L6
Afraid of making mistakes	L1, L3, L5, L6
Scary to think that you are not in control	L1, L3, L5, L6
Fear to fail	L1, L3, L5, L6
Fear to lose control	L1, L3, L5, L6
Inadequate subject content	
No content dealt with	L1, L2, L3, L4, L5, L6
Emphasis on e-teaching methods	L1, L2, L3, L4, L5, L6

6.2.2.1 Participation in authentic learning activities

Apart from revealing that the training sessions orientated them to the training intervention and e-learning environment, the participants maintained that the staff interventions exposed them to authentic online learning. Through the training and work sessions, the respondents were immersed in real online learning. They actively and collaboratively laid out the essential elements of the modules they facilitated. They mapped out the processes involved in the units that were to be taught in the form of organised sketches (storyboard) before putting the sketches online. The online designs were then tested, reviewed if necessary, and adjusted if need be. Participants indicated that they liked the idea of matching what they were learning with what they were going to teach. They also appreciated the challenging tasks that were set even

though the tasks required a lot of time and intellectual resources. At the end of each training session, participants were required to reflect on their learning and give feedback to the facilitators. L6 aptly summarised the respondents' experiences with regard to their participation in authentic online learning:

L6: *The sessions after orientation were enjoyable but challenging. Here we went practical. All lecturers teaching a particular module worked together to identify the essential elements of the modules we taught. We actually worked on our own modules. We drew out the processes that were involved in the units in form of a storyboard on paper. After drawing these processes on paper our facilitators required us to design them online. Following this it was now time to try out what we had designed to see if it worked. This was not easy but we had to do it. We then reviewed our work and if it was necessary we made adjustments. For me this was an enjoyable but challenging experience. I liked the fact that what we were doing was mimicking what we were going to do in the real world of teaching online. The only problem was that these tasks were difficult and they needed a lot of time to accomplish. This is time we did not have.*

According to respondent 1, and echoing L6's experience, the training was hands-on. Explaining what she learnt during the training session, the participant said:

L6: *"We learnt a lot. The whole thing was hands-on because we had to do exactly what we were supposed to do. I mean it was practical. We worked on our own modules. It was real as opposed to theoretical learning."*

Talking further about the authentic learning experience, and echoing the experiences of respondent L6, L4 liked the sustained part of the investigation, the collaboration among participants in the training sessions and the reflection part of the training. With regard to the sustained nature of the training, the respondent indicated that the tasks they were exposed to as part of the training could not be solved in minutes or even hours. They were not only complex but they also needed a lot of time and intellectual application. Nevertheless the successful completion of these tasks was quite a rewarding experience for the participant. With regard to the reflection part of the training, the respondent said that reflection gave him an opportunity to think about

what he had learned, the challenges he encountered and the successes he had recorded. L4 said the following in this regard:

L4: *This was not a simple course because I personally needed a lot of time to accomplish some of the tasks the facilitators gave us. One could not solve these problems in minutes or let us say even hours. Take for example this thing of making storyboards, building an online protype, performing usability and doing reality checks …Shoo, it demanded hours and hours. But the good thing was that at the end of it all one is able to accomplish these tasks and for me that was the best experience I could ever have in this training. The other thing I enjoyed during the training sessions was that last part of reflection. I mean entering on the blog my thoughts and experiences. For me reflection gave me a chance to think about what I had learned. I was able to post my feelings, challenges and successes on the blog.*

Through this reflective practice participants revealed that they were able to evaluate themselves while at the same time developing their own abilities to facilitate e-learning. The respondents said that they had continually examined what they had done and what they were supposed to do, they questioned their commonly-held assumptions about e-learning and how these would impact on their teaching. While some noted that the training presented valuable guidelines on how to prepare for online teaching (especially the storyboard), others indicated their scepticism about whether e-learning was the solution. Figure 6.3 shows one of the trainee's feelings as entered on the blog.

Among other things, the trainee indicated that he enjoyed working through the online design process in a hands-on manner, was excited to get his hands dirty but noted that some of his colleagues were not as happy as he was. The trainee appreciated the fact that he felt better that he had acquired an idea of the "whole journey of online design and teaching." He confessed that though there were still many things he could not do, he had some sense of where he was heading as far as online teaching was concerned. What he needed now was "time to PLAY and TWIDDLE online."

Figure 6.3: Blog example of participant reflection
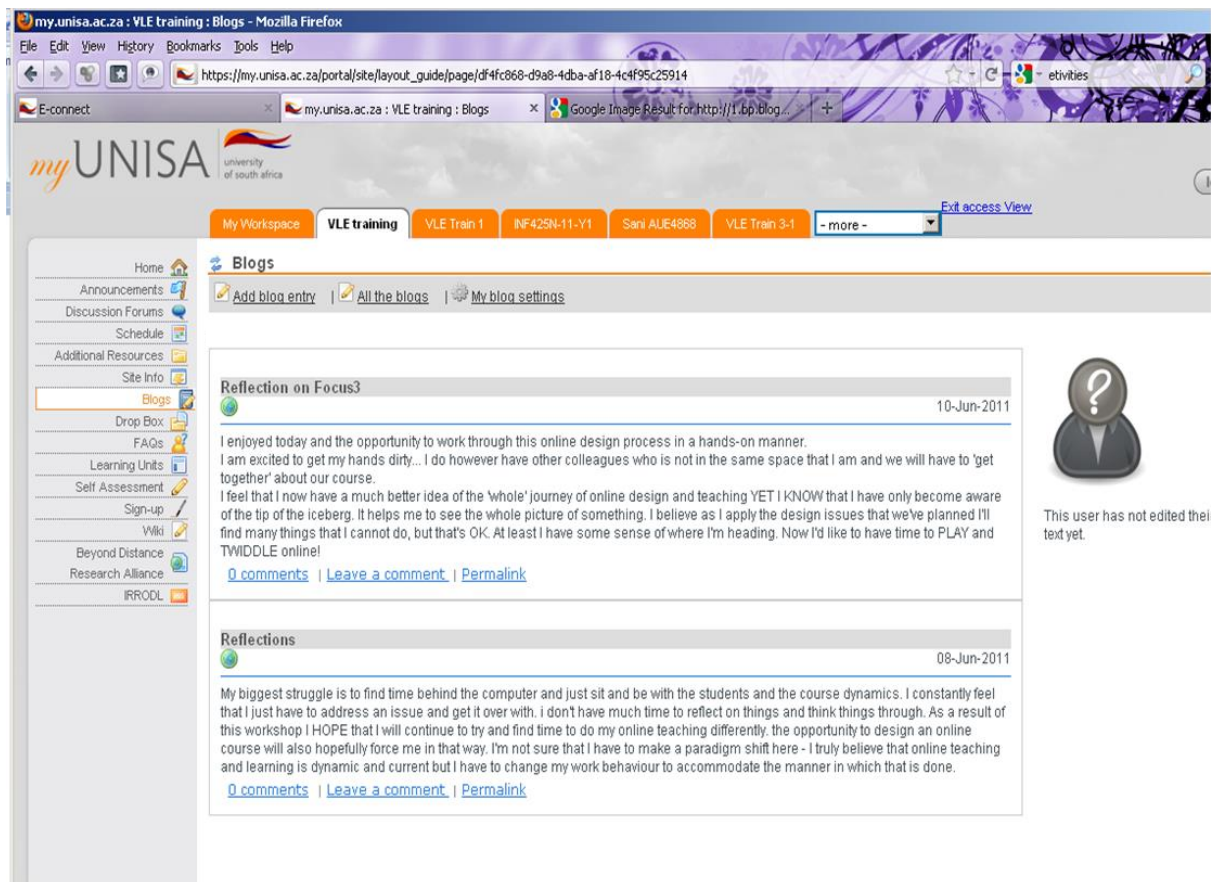
From the above, it is apparent that authentic learning experiences constituted motivating experiences. Participants were ready to put up with the challenges involved while focusing on the ultimate goal of training. Challenging though they may have seemed, the learning tasks were a motivating factor that guided the trainees towards the acquisition of e-teaching and learning skills. The following testimonies as posted on the trainees' blog bear testimony to this observation.

Being a pathfinder is an exciting prospect for me as it gives me new insight on what E- learning is all about and while my ideas and thoughts on the many possibilities that are at my fingertips in creating an online learning experience are just as disjointed as the messy mind map. I know the workshop will assist me in being innovative and put thoughts together into a well organised blueprint.

What will I start doing? Try and let students play a more active part in the process. Also will be using technology more in showing students interesting things. Will also start paying more attention to the words I use and how I phrase things.

Thank you - it has been very helpful, although there is more work to be done than I previously thought (which might be due to the manner in which technology works and interacts).

This workshop has added valuable knowledge to my module, current and future online practices and I plan on implementing these ideas in order to evaluate their impact on my current and future student fraternity.

6.2.2.2 Experiencing technophobia, anxiety and fear of failure

Apart from two of the participants, all the participants said that they were not familiar with online facilitation prior to the training. In spite of this fact they were grouped together with fellow colleagues who had some knowledge regarding the use of technology and online teaching. As a result, the novice participants were not only anxious during times when they had to practise using the online skills but were also reluctant. As novices they required more time to execute the entire practical since they were slower than those who were proficient. One of the participants revealed the fear of *"being ashamed"* in the presence of their colleagues if she failed to execute tasks which her colleagues perceived as simple though she perceived them as challenging. Several of the participants revealed that they would have liked the organisers of the training programme to have first established the skills that each participant had to enable them to group trainees with the same skills together during the training. This would have saved the novice trainees from undue anxiety when using technology for the first time and from feelings of inferiority and shame in the presence of their colleagues. In their own words the respondents said the following:

 L1*: I liked the course but the only thing was it was sort of a crash programme. Some of us needed more time to practise the skills but it was not possible to do it in the time we had. And some of our friends were already having knowledge and the how of teaching online. They knew to upload the information on the web and during practice in class it looked easy for them. With me it was a different story.* The idea of

constructing a blueprint, making a storyboard, building an online prototype, performing this, aah what do you call it ? Usability and reality checks; it was a big challenge and the fear to fail it made it worse for me…. you see failing in the presence of those who knew the stuff means being ashamed.

L2: *I had no problem with the practical activities. They were challenging but as I indicated to you one of my degrees was in the use of technology in teaching and learning. But of course some of my friends still have the fear of technology. I suppose they needed more time to overcome that anxiety and fear. For me the sessions* (training) *were just a way of polishing up my skills.*

L4: *Me, I did not like the way we were mixed up in training. There were those who were familiar with using technology, the young ones and us, I should say me who was born before technology. I did not know how to do it. The practical work on the web, I mean using those tools on myUnisa was not as easy as you would expect. Trainers should have given us our own training at different times to save us the embarrassment during those times when we failed to do relatively "simple" tasks. To be precise I needed a lot more time in order to do the activities and to get used to the technology.*

L5: *I did not like the way the trainer was giving us little time to do things like uploading and making us practise computer skills. I personally needed more practice to do it but there was no time because many of the participants knew how to do. You would look a fool if you declared to everybody that you did not know. I would have liked the trainer to attend to those who had some knowledge of online teaching and using a computer separately. While the programme was worthy it the organisers should have also thought about time. We generally needed more time for the whole intervention to be successful and we also needed enough time to go through and do all the learning activities.*

L6: *The training as I have told you a number of times was ok. I told you that the sessions especially the real training was challenging with tricky and practical activities that required a lot of time to solve. Personally I was not bad but putting myself in the position of those who were not as competent as I was in the use of technology, they should have been allowed more time to work out the activities. And come to think of it*

the whole training required more than the few days that we spent learning to teach
online. For me I would have not even minded six months of training. Such a long period
would have eliminated the fear that many of my colleagues seemed to experience.
You could see that every successive day we attended and used the computers, people
became more and more confident.

Lack of time no doubt contributed to the participants' fear of technology and even made
them more anxious**.**

6.2.2.3 Inadequate focus on subject content

By incorporating a pedagogical aspect into the design of a staff development
programme, a bridge is created between the academics' knowledge of the subject
matter and their knowledge and skill in planning and managing their interactions with
the students in ways that facilitate learning (Loughran et al., 2004; Loughran et al.,
2006; Leu & Ginsburg, 2011).

But while the participants revealed that they had learnt and acquired e-teaching skills,
they believed that the programmes they attended put little emphasis on subject
content. Apart from L2, who felt that there was no need for subject content to be taught
during the training programmes, the majority of the respondents indicated that the
organisers of the training programmes should have also focused on the content of the
subjects that were to be taught online. The participants felt that in addition to facilitating
methods of online teaching, the trainers should have also focused on the content of
each subject and the curriculum. Asked what he thought the training programme
should have looked like, L6 said:

The programme should have been planned not only to give us the e-teaching
techniques. The organisers should have also aimed at deepening our knowledge in
the subjects we teach. I mean some of us learnt these things decades ago, we need
to be abreast with new developments in our fields and what is going on in the field of
education as a whole.

In line with L6, L5 mentioned the fact that it was important for him as a trainee to learn
to organise and present specific topics online and give online instruction, taking into
consideration the students' background, educational goals of the institution, and
educational context. But it was also important for him to master the content of his

subject. In a question on how he would improve the training intervention, the respondent suggested the merging of subject content and pedagogy. L1 made the following statement:

L1: Not much emphasis was put on the contents of the subjects we teach. And I think that was not good. I'm qualified but I still need a deeper understanding of my subject. My feeling is that if am well versed in the content of my subject I will be in position to pass it over effectively to my students. This training we went through gave prominence to online delivery methods but not subject content. Yaah a lot of time was spent on skills to teach online.

The respondent went further to indicate that different subjects called for different methods of delivery, are planned and assessed differently, and therefore it was vital to focus on the subject matter and its implications for pedagogy (planning, instruction, and assessment). Most of the participants agreed that understanding content enabled them to make their individual subject more understandable for their students. L1 for instance said the following in this regard:

L1: *You cannot teach what you do not know. It is only when you know the subject matter that you will be in position to pass it over to the student.*

This implies that a teacher's deep understanding of the content acts as a bridge between what they know about a particular subject, their instructional methods and the ability to plan and manage their interactions with students in ways that facilitate learning. Thus, participants felt that strengthening their content knowledge of a subject they taught in combination with knowledge and practice of a range of teaching methods would impact positively on student understanding and learning.

6.2.3 Participants' lived time (temporality)

One area which all respondents felt needed more attention was time. Lived time refers to experiential time that appears to speed up when an individual wants it slow down, or time that slows down when one feels it should not (Dapkus, 1985). Lived time is also an individual's way of being in the world. Thus while a young person's lived time

could be described by referring to what the future holds, a description of an elderly's lived time would refer to his recollection of the past. In describing the lived time for the participants in this study, reference was made to the time that was required for respondents to accomplish their practical training, the time that was required to enable participants to master the e-learning skills and the generally short duration of the interventions that respondents consistently referred to in the interviews.

Participants also referred to the need for interaction and engagement with each other during the process of staff development since learning is a social process (McLoughlin & Oliver, 2000). All six participants in this study felt the need to relate and engage with each other through follow-up sessions where they could periodically meet to share their online experiences, challenges and successes.

Respondents would have liked enough time for the orientation phase, enough time to carry out practical exercises, and a longer period for the intervention as a whole, in addition to follow-up sessions as a support mechanism. The constituents of the lived time experiences for each participant are listed in Table 6.3.

Table 6.3: Constituents of the lived time experiences for each participant

Constituents	Participants
Duration of interventions	
Little time spent on practical activities	L1, L3, L5, L6
Longer interventions needed	L1, L2, L3, L4, L5, L6
Need for time to overcome fear of technology	L1, L3, L5, L6
Time needed to master the new skills	L1, L2, L3, L5, L6
Necessity of more time for presenter to explain new concepts	
Need for follow-up sessions	L1, L3, L5, L6L2, L3,
Need for follow up sessions.…	L4, L5, L6
Difficult to succeed in implementing if alone	L2, L3, L4, L5, L6
Set aside days to meet and discuss what is going on	L1, L2, L3, L4, L5, L6
Share concerns with friends and administrators in follow-up meetings	L1, L2, L3, L4, L5, L6
Opportunity to collectively reflect on training	L1, L2, L3, L4, L5, L6

6.2.3.1 Duration of training intervention

Ely's (1990) framework as explored in chapter 3 identified duration of a development intervention as a condition vital for trainees to successfully learn, experiment, adapt, and reflect on an innovation like e-learning. While participants in this study perceived the facilitator's teaching orientation as a major determinant of the effectiveness of any staff development intervention, they also felt that the duration of an intervention greatly contributed to the success or failure of an intervention. All participants in this study referred to the short duration of the training sessions as working against the achievement of the expected outcomes. They felt that staff development was being conducted as a finite process rather than a continuous learning process in which they should be continuously supported and supervised, stimulated and empowered to enable them to incorporate e-teaching skills into their teaching routine.

For instance, they complained that some training sessions were scheduled to run over a period of only two days and activities were, in many cases, supposed to be accomplished within in a mere half an hour. Furthermore, respondents indicated that learning facilitators too seemed under pressure to facilitate the learning of given tasks within a specified number of hours. They commented that the training experiences would have been much better if they had been given more time to master what they were meant to learn and if facilitators had had enough time to focus on enabling the trainees to learn. The respondents' views are captured in the following statements.

L1: *My major concern about this training was time. First of all we were supposed to do the entire course within just a few days; and imagine some of us had to overcome the fear of using technology. That takes time. And then we were given the practical work. This work required more than the 30 minutes we were supposed to use to do it. And the presenters were also in a hurry. So, no…no it was too much. And when we finished the training that was it. No follow-up. No continuity. We were on our own.*

Although for L2 time was not an issue, owing to his prior experience and knowledge of technology, he observed that, "*of course some of my friend still had the fear of technology. I suppose they needed more time to overcome that anxiety and fear.*"

L3 commented that, "*a programme like this one should have been given a lot of time. It should not have been a once-off thing as it was made to be. Look I was trained for two weeks only and there was no time for us trainees to meet again and assess how we were doing. If I was to propose how it should be done, my emphasis would be on making the programme a continuous process with a lot of time allocated to each of the steps and with a lot of opportunities for academics to periodically meet and share and reflect on their work.*"

On the other hand, confirming the need for more time, L4 revealed that, *"to be precise I needed a lot more time in order to do the activities and to get used to the technology."* For L5, time was not only required for the completion of the practical activities during the training but for the whole training intervention. The respondent stated that, *"We generally needed more time for the whole intervention to be successful and we also needed enough time to go through and do all the learning activities."*

While L6 may not have required as much time as the others, he also observed that, *"personally I was not bad but putting myself in the position of those who were not as competent as I was in the use of technology, they should have been allowed more time to work out the activities."*

The above findings confirm Ely's (1990) framework of staff development which advocates for long periods of time and continuity if an intervention is to yield the intended outcomes. Research on staff development indicates that if a university wishes to achieve the outcomes of a training intervention, it should be provided at three levels: namely in the short term to meet the immediate needs of teaching staff, policy-makers and planners; in the medium term and long term to address human resource development based upon perceptions of future needs (Ho, Watkins & Kelly, 2001; Tang, Nutbeam, Kong, Wang & Yan, 2005).

6.2.3.2 Lack of follow-up sessions

Several authors (Candy, 1996; Collin, 2009; Leu & Ginsburg, 2011; Hemmington, 2009) conceptualise staff development as a continuous, lifelong process where participants are continuously supported and supervised, stimulated and empowered in a manner that enables them to incorporate knowledge, skills and values to enhance

innovative teaching and learning. In this study participants were concerned that in an entire year, they attended only a single training session that spanned only a week or two after which they were required to implement what they had learnt on their own. They indicated that they would have liked some form of follow-up sessions in which they could give feedback to the programme organisers while at the same time sharing and reflecting on their online experiences among themselves. They further indicated that sharing their experiences would enable them to judge and assess their progress with regard to the implementation of their newly acquired skills, and assess whether they were having an impact on student achievement. Each of the respondents in this study justified the need for follow-up sessions, indicating that such sessions would have acted as support structures through which their acquired skills and knowledge would have been transformed into effective performance. Their views are captured in the following excerpts:

L1: *I think there should have been follow-up sessions…. It is at times difficult to succeed in implementing something new like e-teaching when you are alone. It would be better lecturers responsible for facilitating a particular subject to set aside days to meet and discuss what is going on. Sometimes, for example, I face a problem of students not coming to discussion forums and I wonder if it is only my students or somebody else is facing the same challenge. So if we met in follow-up sessions such problems will be shared with the administrators and among ourselves. This will also be time participating lecturers to once again go through what was learnt during the training sessions if the need arose.*

L2: *It would have… better to have follow-up sessions to reflect on our successes and failures but apparently the university seemed not to have enough time to organise these sessions.*

L3: *Such meetings* (follow-up meetings) *would have allowed us to meet again as teachers teaching the same subjects and it will have been possible to share our successes and failures and even get solutions for the challenges. But this did not happen. We met each other during the training. We worked together to solve the problems during the training but that is where it (working together) all ended. So those who did not get it right at the beginning were denied the opportunity to share and reinforce what was initially learnt. So my feeling is that the university should have*

organised follow-up meeting for lecturers in a particular area, maybe meet monthly after the training.

L4: I think one thing that should have been emphasised during the training should have been the need to maintain the interaction that was initiated during the introduction phase and during the training. You see, during these phases we were introduced to each other, we even came to know our facilitators and some of the IT personnel. We sometimes worked in groups but this spirit stopped as soon as we went back to our offices. I think the organisers should have emphasised this collaboration beyond the training sessions.

L5: It would have been good if each department formed a support group consisting of lecturers both on this campus and those from other campuses just to share and support each other and exchange learning materials if the need arose. This would have given us an opportunity even to establish lecturers' communities of practice through which we would constantly reflect on our work, share our concerns and successes.

From the above excerpts it is clear that there is an urgent need for support in the form of collaboration and follow-up meetings after a training intervention. This confirms the view that staff development is not a finite process but a lifelong activity (Hemmington, 2009) that continuously requires support; not only from fellow trainees but also from university management (Kogan, 1999). Support should be given by the facilitators and university management by constantly checking whether all objectives as identified in each phase of training have been met, including the lecturers' ability to apply the acquired competencies and regularly evaluating the actual outcomes (Kirkpatrick & Kirkpatrick, 2006).

6.2.4 The lived Human Relations Experiences

Participants' lived relations experiences manifested in their relationship with their facilitators. A satisfactory relationship could be described as one where the trainers are competent to train the trainees and help them in instances where they experience challenges with regard to solving learning activities. The way they related to each

other as trainees during and after the training formed part of their lived human relations experiences. While they solved learning activities through collaboration and team work during the training sessions for example, they would have liked that relationship to mature into a more permanent community of practice forums. The respondents further indicated the need to train in a supportive environment. The constituents of the lived human relations for each participant are reflected in Table 6.4.

Table 6.4: Constituents of the lived human relations experiences for each participant

Constituents	Participants
Trainer's skills and knowledge	
Facilitators' poor presentation skills	L1, L2, L3, L4, L5, L6
Trainers' lack of in -depth knowledge of web- authoring tools on myUnisa	L1, L2, L3, L4, L5, L6
Trainers' lack of the technical knowledge and hands-on experience in the use of technology	L1, L2, L3, L4, L5, L6
Trainers' inability to satisfactorily answer trainees' questions	L1, L2, L3, L4, L5, L6
Need for a community of practice	
Establish a lecturers' club	L1, L2, L3, L4, L5, L6
Establish communities of practice online	L1, L2, L3, L4, L5, L6
Keeping in touch with each other as lecturers	L1, L2, L3, L4, L5, L6
Need for supportive context	
Student support	L1, L2, L3, L4, L5, L6
Lecturer support	L1, L2, L3, L4, L5, L6
Management support	L2, L3, L4, L5, L6

6.2.4.1 Trainers' skills and knowledge

The first supporter of a trainee during a training session is the facilitator; and the relationship between the trainees and trainer is vital for success. Trainees were concerned about this and noted the need for a positive and supportive virtual learning environment (VLE). Saeed, Yang and Sinnappone (2009) note that such an

environment accords trainees' unconstrained access to learning regardless of time and place. To ensure that trainees have such an unconstrained environment, the facilitator should not only have the required skills to pass on to the trainees, but should also be able to implement and promote collaborative, problem-based and self-directed learning. According to Shih, Chen, Chang and Kao (2010), a self-directed learning environment should have proper learning schedules to make the individual's own learning methodical. The facilitator of learning in this regard needs to have appropriate skills to design learning schedules that promote effective self-directed learning. van den Bergh, Ros and Beijaard (2015) add that the facilitator should also be in position to provide extensive feedback to the participants in the programme.

The respondents in this study felt that training was enhanced by project sites on myUnisa and PowerPoint presentations; in addition hand-outs were used to support the online presence. They indicated that some of the facilitators lacked in-depth knowledge of the myUnisa tools, especially the web-authoring tools. This lack of the technical knowledge and hands-on experience by some of the facilitators undermined the purpose of the training. The questions that the trainees raised were not adequately addressed. The trainees were thus not supported as much as they would have liked. According to Saeed, Yang and Sinnappone (2009), lack of such training and facilitating skills negates the creation of a positive VLE environment - one that is supportive, enabling trainees to participate effectively in learning events.

Respondent L4 voiced his concerns as follows, which also reflected the rest of the respondents' views in this regard:

L4: *My concern was the lack of total support from the facilitators. I cannot deny though that they did a good job with regard to training, but there were times when one noted that they (facilitators) too could not answer certain questions or solve problems that we as trainees were grappling with. It was a question of one blind man leading another and you can guess how difficult that journey would be.*

Echoing L4, L1 observed the following:

L1: *You see, me, I wanted support right from the word go. I mean as soon as I started the training. During the session, of course needed support from colleagues and the facilitator. Some of my colleagues were better than I was so they would be of assistance to me. I also wanted support from the facilitator herself. She was crucial, this one. The only problem is that in one session the facilitator was also not very clear, I mean she did not have the technical knowledge and probably enough knowledge to facilitate e-learning. In such cases it was hard. And I also needed support after the training. Indeed extra sessions, may be meetings with colleagues and the facilitator, just to reflect on how the implementation was going. Just to share our problems and successes. So it is support all through and I'm sure everybody liked this support.*

Supporting L4 and 1's views, L6 stated the following:

L6: *We had wonderful facilitators but I think they fell short of a number of important skills. If one had to effectively teach the lecturers one should have been equipped with enough knowledge concerning how myUnisa worked. But to be frank a number of the facilitators slacked in-depth knowledge of web-authoring tools on myUnisa, the technical knowledge and did not have enough hands-on experience in the use of technology. At times IT personnel were too called in for assistance. And on many occasions trainers failed to give satisfactory answers to trainees' questions.*

Asked what they thought were the most critical issues that would have ensured the success of the development interventions, the participants singled out the need for a supportive and enabling environment created by the university management. They also felt that support from all the academic departments and the student body would be helpful, in addition to appropriate resources for academics and technical support for all academics. All the respondents reiterated the need for more training time and a university plan that would support continuous professional development of all academics. In the words of L5:

L5: *I feel that a combination of factors jointly determine a good training programme for me. Of course the skills of a facilitator are crucial but support from management, appropriate university policies and even the students themselves matter. For example, as we were training to teach online some of the students were preparing to resist being*

taught online. Some lecturers too were negative and thought going 100% e-learning and teaching was bound to fail. So I think success for me starts with agreement among all the parties concerned, including the students. Everybody must agree concerning the need for the project. It is only then when the university can bring in facilitators with appropriate skills, deploy resources and support the project with no reservations.

It is evident from the responses of the participants that some of the facilitators of the training lacked some of the essential attributes that are vital for ensuring a successful training programme. According to Erasmus et al. (2012), effective staff development programmes are guided by facilitators with knowledge of and skills in group processes, group dynamics and knowledge of how different people learn. The authors further indicate that effective facilitators also have good listening, communication and questioning skills in addition to being flexible. Moreover, such facilitators provide timeous feedback to the trainees (van den Bergh, Ros & Beijaard, 2015) and are good time managers.

6.2.4.2 The need for a community of practice

Research on staff development in education has indicated that teachers use the opportunities presented by interacting with each other long after training to improve their teaching skills and to learn from each other (Little, 2012; Matzat, 2013; Tam, 2015). Whilst it is difficult to create and sustain a robust professional learning community, effective staff development might be judged by its capacity to create structures, values, and intellectual and leadership resources to support professional learning communities (Little, 2012).

The trainees felt that they wanted to establish communities of practice within their individual subject areas. This would enable them to share their experiences but would also promote and maintain their passion for online teaching. They felt that such communities would promote an enabling environment which would promote regular interaction with each other and help them to improve their online teaching skills. By sharing information, the respondents felt they could learn from each other, in addition to honing their skills. Because some of the respondents were not based at Unisa, the respondents indicated that online communities could be created which in this way could accommodate all lecturers teaching the same subjects. They felt that such

communities would help them to produce higher quality and interactive online educational material and improve their online teaching skills. This would also make the academics more efficient users of resources and technology. The respondents made the following observations in this regard:

L2: *I think for effective online teaching we also need to keep in touch with each other as lecturers teaching the same subject. We need to establish a lecturers' club, I mean a community of practice where we can share and reflect on what we are doing especially this thing of teaching online.*

L3…*and on addition to follow-up sessions we can also establish communities of practice online. This will enable lecturers teaching the same subjects to keep in touch, share their successes and challenges online.*

L4: *I think we also need to keep in touch with each other as lecturers. You see some of us are not based at Unisa but if we connect and keep in touch with each other online we shall be able to regularly interact with each other, share our problems, discuss solutions and may be work jointly to produce online teaching materials.*

L5: *I think, for me keeping close to each other as lecturers teaching the same subject will do the trick (improving online teaching). I mean we shall be in touch with each other regularly and work as groups teaching the same subject, share our frustrations and success stories, advise each other and in the end sharpen our skills.*
L6: *My feeling is that even after the training we as lecturers should work together with the aim of improving our skills and sharing our experiences concerning e-teaching.*

The above finding was in line with the findings in a recent study by Tam (2015) that confirmed the importance of a professional learning community. In a longitudinal study aimed to examine the role of a professional learning community (PLC) in changing teachers' beliefs and practices in China, Tam (2015) discovered that PLC should be characterised by a coherent structure, a collaborative culture, and effective learning activities. The study confirmed that the presence of these features in a PLC do not only help teachers to overcome initial difficulties in a staff development programme, but they also induce their motivation for transformation. The findings of this study

confirmed that PLC enable teachers to change in five dimensions; namely: curriculum, teaching, learning, roles of teachers, and learning to teach. This confirms that cultivating an effective PLC is significant to staff development.

6. 2. 4.3   Need for supportive context

Asked what they thought would make professional development as successful as they would have liked it to be, the majority of the respondents indicated that it was vital for all stakeholders in the training intervention to support it. In this regard it was important for the university, the lecturers, the students and administrators to take ownership of the programme and work jointly towards its successful implementation. All participants indicated that they would not have liked a programme that was imposed on the lecturers or the students by the university management, and that all the lecturers should be given the chance to take part in the programme, be consulted on any proposed new developments and initiatives regarding staff development, development plans and delivery methods.

When asked whether they had been consulted, all the respondents indicated that university management did not involve them in the planning, structuring or identification of content of staff development programmes to ensure that their needs and those of the students were addressed. The participants noted that it was such involvement that could promote stakeholder ownership of the intervention and its ultimate success. They said that the university supported the change to online teaching methods, however, the majority of the students did not. This was evident in the students' reluctant to participate in the discussion forums and to interact with each other online. This observation is supported by L1's answer to a question that sought to establish whether she thought this was a successful training programme. The respondent reported that:

L1: *Yes, the programme was successful. I got the skills that I never had before but I think the university should have consulted widely before introducing e-learning as policy. I wonder if lecturers and students were consulted over this issue. Remember it cannot succeed if we lecturers don't support it. It cannot succeed if students don't like it. Of course I knew there were new developments at Unisa concerning online teaching. I knew that the university was going 100% online but how they were going*

to train us and enforce the new system, I did not know. I did not know the methods they were going to use to teach all the Unisa staff, how long the training would take and many other things like that. So I'm not surprised that even the students are reluctant to participate. They do not participate in online discussions and they keep on phoning me trying to make appointments to see me face to face. So I feel the university did not market the new system of teaching to the students. This means that the idea of e-learning is not fully supported by all stakeholders.

All participants held the view that if it was to be successful, professional development should be supported by the context and the context should also support the change that is needed. In this case the participants did not only feel that Unisa as an institution should be at the forefront of supporting the change to online teaching and learning, but they also felt that all the stakeholders, including Unisa students, should share the need for change. The participants also voiced the view that participants in any teacher development programmes must be conversant with what learning entails and the role of the online teacher. The following extracts from the participants further illustrate the participants' views:

L1: I would have liked to see that the students we teach are interested in online learning. This however is not the case. It seems Unisa did not market the idea of changing to online teaching to the students because out of 200 students in my group only 2 are active online.

L2: The majority of the students are not interested in online learning, some students still phone me and they want to see me face to face.

L3: I'm not sure whether the students were informed about doing everything online because they do not come.

L4: Every tutor complains about the same thing: students. They are not interested in the programme of online learning.

L5: I think the majority of the students are …. May be not computer literate because they will not login. They do not come to the discussion forums.

L6: I'm certain that the students are from rural areas where they have no access to computers.

From the extracts above, it can be seen that while the participants felt that the context should support professional development, the majority of Unisa students as part of the context seemed not supportive of the change. This revelation is contrary to the postulates of the available literature which reveal that all stakeholders in a development programme should perceive it as their own (Leu & Ginsburg, 2011). Unisa students in this case do not fully support the intervention.

6.3   SYNTHESIS

Academics' lifeworlds have been described in this chapter through the four basic existential themes that relate to the four aspects of lived experience; namely **lived space**, **lived body**, **lived time**, and **lived human relations**. While **lived space** had to do with respondents travelling to Unisa training centres as physical places, getting trained and experiencing their lived training space, bringing their experiences together as they experienced training; the **lived body theme e**ntailed participants' practical, bodily and emotional experiences (Yakhlef, 2010). It became evident that practical experiences manifested themselves in the form of authentic learning tasks. Through such experiences the respondents incorporated and absorbed new competencies and understanding into their body schema (Merleau-Ponty, 1962) changing their ways of teaching and perceiving (Yakhlef, 2010) e-learning as a delivery method. While they all perceived this experience as positive, four out of the six participants interviewed experienced some form of technophobia, anxiety and fear of failure. Meanwhile, the theme of the lived body entailed some emotional experiences in the form of fear and anxiety that were associated with first time use of technology.

The findings in this study suggest that the training went beyond equipping trainees with the technical skills, it empowered academics with the skills and ability to promote unconstrained access to learning regardless of time and place and to connect the students online (Shih et al., 2010; Saeed, et al.*,* 2009). But while the training equipped the participants with the skills and methods required for online teaching, the

participants indicated that the programme was devoid of subject content since the major focus in the training was on e-teaching methods. With regard to the **lived time** theme, respondents' experiential time appeared to speed up when they needed it to slow down. Participants thus felt that they needed more time when working out practical learning tasks. The short duration of the interventions that respondents consistently mentioned in the interviews also denoted time which the respondents wanted and yet they could not have. The absence of time for facilitators to focus on subject content was also marked as part of the respondents' lived time. According to Ely's (1990) framework of staff development, time is an important factor in staff development. Teachers do not only need time to master the skills taught, they also need time to successfully learn, experiment, adapt, and reflect on any new innovations like online teaching.

The **lived human relations theme** referred to the participants' need for interaction and engagement with each other during the process of staff development. The respondents indicated that during their training they met and interacted with fellow teachers. They nevertheless felt the need to relate and engage with each other through follow-up sessions, communities of practice groups and supportive environments. Through such meetings and engagement they felt that they could share their challenges and successes in a bid to improve online teaching and their teaching practice as a whole. The human relations therefore brought to the fore the need for participants' continuous support even after the training sessions.

CHAPTER 7
THE STAFF DEVELOPMENT FRAMEWORK

7.1   INTRODUCTION

In the previous chapters, essential components of staff development were identified and examined; models pertaining to staff development were analysed; participants' experiences were described and all these were done to enable the formulation of the staff development framework. The aim of this chapter is to bring together information and data from previous chapters to guide the development of the framework. The framework is diagrammatically represented showing each component of the framework and how they relate to one another. The chapter further focuses on the limitations of the study, makes recommendations and discusses the implications for further research before presenting the conclusions.

7.2   A FRAMEWORK FOR STAFF DEVELOPMENT

Borrowing from the science processes of model building (Boulter & Buckley, 2000; Halloun, 2007) and the works of Morse (2004), the researcher checked the participants' lived   experiences, the new ideas and knowledge that emerged from the data analysis against the literature, staff development models with the aim of constructing a staff development framework. According to Halloun (2007), models can be developed from a theoretical review of theories of a phenomenon under study or from the collected, analysed and interpreted data. In the absence of theories that guide staff development, the framework was developed from the lived experiences of staff members who went through staff development programme. Glaser (1978) and Morse (2004) note that irrespective of how the model/ framework is constructed, it should be comprehensive, logical, parsimonious, and consistent in order to serve its purpose.

The details of the framework as presented in this chapter were informed by the experiences and concerns of the respondents in conjunction with the literature regarding best practices in staff development, the CBAM model of change, Kirkpatrick's model of evaluation and Ely's framework of staff development and the principles of adult learning as discussed in chapter 3**.**

213

Twelve general themes, namely **orientation, authentic learning, knowledge and skills acquisition, technophobia and anxiety, subject content, engagement with students, need for supportive context, lecturers' needs and expectations, need for follow-up sessions, need for evaluation, duration of intervention and supportive virtual environment** as presented in chapter 5 and discussed in chapter 6 epitomised the participants' experiences and concerns of staff development. In order to construct the staff development frame work, these themes were re-grouped noting what they described and what they collectively said about the participants' experiences.

For example, to construct component 2 (**learning**), the general themes authentic learning, subject content, engagement with students and technophobia were integrated. This was because the central themes that informed the construction of the general theme "authentic learning" constituted learning. Likewise, getting the skills of how to deal with students, engage them online and encouraging them to come on line (engagement with students) too constituted learning and hence the general theme "engage with students" was integrated with other related themes to construct the component learning. The general theme "lecturers' needs and expectation" which was based on the participants' need for information about the programme and the need for their concerns to be addressed prior to the commencement of the programme was integrated with the theme "orientation" to form component 1. This was against the backdrop that all the respondents indicated that they had attended an introductory session through which they were orientated to the training programme; adding that they would have liked their needs to have also been addressed during this period. Basing on the collected data, which revealed that orientation and learning empowered the respondents with the required skills and knowledge to deliver learning on line. Because the respondents experienced change in form skills acquisition, component 3, "acquisition of skills and competencies" was constructed. From the collected data, it was revealed that participants' experiences in the previous three phases enabled them to perform as online teachers. Against this observation, component 4 "performance" was constructed.

But since all participants were concerned about the need for support in all the phases of development, the general themes (need for supportive context, need for follow-up sessions) were integrated to form an overarching component "university support". Furthermore, basing on Kirkpatrick's theory of evaluation as explored in chapter 3, and against the backdrop that participants felt that the learning and the entire programme required some sort of evaluation, the overarching component "evaluation" was constructed. Like evaluation, time or duration of the programme and involved activities was of a major concern to all the participants. In view of the fact that Ely's framework (1990) and several other research studies (Garet, Porter, Desimone, Birman, 2001; Banilower, Heck & Weiss, 2007) high light "time" as an important feature of a staff development programme, "time" was incorporated in the frame work. Like the support and evaluation arrows, the "time" arrow runs across all components; signifying not only the need for enough time to implement the programme but also to execute all the activities involved (Banilower, Heck & Weiss, 2007; Garet, et al 2001; Supovitz & Turner, 2000).

Since evaluation spins across the entire programme, an evaluation tool was developed for each of the phases. The questions as presented in each of the evaluation tools were informed by the CBAM's stages of concern and levels of use of an innovation as presented in tables 3.1 and 3.2, the theory of adult learning, Kirkpatrick's model of evaluation   in chapter 3, and the explored literature on staff development.

The findings suggest that successful staff development interventions commence with the trainees' **orientation,** followed by a **training/learning** phase. Through training and learning academics become well qualified to execute their roles as online teachers. Acquired skills, knowledge and competencies enable academics to become committed users of technology and committed online teachers. At this time their instructional approaches change as they embrace online teaching as a delivery method. But for staff development to be effective and achieve what it is designed to achieve, it must not only be supported by the university administration **(university support)** but also be **evaluated** at each of the levels as reflected in Figure 7.1. Furthermore, organisers have to take into account the factor of time as it contributes to effective orientation, quality training/learning, refinement of skills and competencies and effective performance. This too is reflected in Figure 7.1.

7.2.1 Components of the Staff Development Framework

The developed components are now presented in figure 7.1

Figure 7.1: A proposed framework for staff development

University support through policies, resources and practice

1 ORIENTATION	2 LEARNING / TRAINING	3 ACQUISITION OF SKILLS AND COMPETENCIES	4 PERFORMANCE
More TIME to ensure effective orientation, quality learning, refinement of skills and competencies and effective performance			
• Raise awareness • Clarify needed skills and competencies • Address trainees' concerns • Establish trainees' base knowledge • Explain reasons and benefits	• Authentic learning • Acknowledge trainees' prior learning • Encourage trainee participation • Accommodate trainees different learning styles • Focus on both teaching method and content	• Design and plan online teaching • Establish cordial relationship • Create positive VLE • Demonstrate ICT skills • Monitor assess learners online	• Application of acquired skills and knowledge • Commitment to online teaching • Collaboration among academics • Ability to create positive VLE • Continuous refinement of e-teaching skills • Ability to use features of relevant online teaching software

Evaluation (ascertain achievement of objectives at each level)

7.2.1.1 Orientation as the first component of a staff development framework

All six participants in this study experienced orientation sessions and despite some concerns, described the experience as rewarding. L2 for instance talked of, attending an introductory workshop that prepared the participants for the workshops that were to come. In the same vein L3 talked of being trained to teach online; but *"before the actual training we attended a session in which we were briefed on what is it that we were going to do"* (in the next sessions). Phrases to that effect also resonated in L4, L5 and L6's description. Describing the experience for instance, L4 indicated that, *"…the first meetings were all about introducing us to online teaching, what it was, why the university was adopting it as the major delivery method…"*

For the participants indicated that this was a rewarding experience, "orientation" was identified as a component that was essential for a staff development intervention. Not surprisingly studies in education indicate the importance of orientation of trainees to a training programme. Orientation programmes are not only motivational (Dickhauser,

Butler & Tonjes, 2007), but also expose teachers to what is required of them in the course of executing their duties (Kagan, 1992).This is vital in view of the fact that adult learners are relevance and goal-oriented; and motivated by both extrinsic and intrinsic goals to learn (Collins, 2004; Cercone, 2008). The theory of adult learning explored in chapter 3 supports this finding for among several other things, it posits that adult learners always seek clarity regarding the relevancy of any training to their life worlds. What this implies is that the orientation phase would be an ideal phase in which the participants as adult learners are showed how the training would benefit them, how it would be relevant to their roles as teachers and how it would enable them to reach their goals.

It is important for facilitators at this level to understand the reasons why participants have been motivated to take part in the training. Erasmus et al. (2012) indicate that while adults' motivations to learn are largely intrinsic, self-esteem, achievement, competence, self-confidence and self-actualisation play a major role in motivating the adult learner. According to the principles of andragogy, during this orientation phase, it is also essential for the facilitator to establish the most dominant motivation (Kagan, 1992; Mc Loughlin & Lee, 2000; Collin, 2004) for the learners' participation in the training programme. This will help the facilitator address the reasons that have motivated them to take part in the programme.

Participants in this study indicated that through orientation, they were introduced to the training intervention. As a phase of staff development, orientation should not only have raised academics' awareness of the programme but should also have clarified the required skills and competencies as well as addressing the trainees' concerns.

When narrating their experiences, several participants in this study revealed the anxiety and uncertainty they felt during the process of learning to use the new technology. For instance, referring to the challenging practical learning activities participants were exposed to, L2 commented that, *"I had no problem with the practical activities…But of course some of my friends still have the fear of technology. I suppose they needed more time to overcome that anxiety…"* According to Knoke (2012), an orientation programme can not only be used to reduce such anxiety and uncertainty but also to prepare the trainees for other positive learning experiences. The

importance of an orientation phase in any development programme is therefore situated in the fact that it lays the foundation for trainees' positive learning experiences.

Secondly, it   initiates employees' ongoing development while cultivating their loyalty towards the training intervention. Knoke (2012) notes further that orientation encourages socialisation among the participants as it creates a sense of belonging in the participants as well as a sense of acceptance by colleagues. This is very important in the light of some of the participants' expressed concerns in this study. The participants felt that they needed some ongoing support after training in the form of communities of practice. Such support systems could be easily formed and implemented if the orientation phase encouraged socialisation and acceptance among the participants.

In this study orientation did not only create a positive first impression of the training programme among the trainees but it also promoted the trainees' enthusiasm in the training intervention and kept it going until the vital skills and competencies were acquired.   From the described experiences, the orientation phase (to an extent) addressed some of the participants' concerns. Participants reported having gained an understanding of what was expected of them during the entire training period. This kept them engaged in the training programme, making them feel that they were part of the intervention. The above findings resonate with the postulates of the typical expressions of concern about an innovation as described in the CBAM model. The orientation phase did not only provide the participants with information about the training they were about to experience, but clearly indicated how acquiring e-teaching skills would affect them.

.

Participants in this study indicated that orientation to the training intervention was presented in the form of a one-day workshop in which they were introduced to the programme. While the first day of orientation is crucial in terms of generating a positive learning experience (Cascio, 2012), an effective orientation programme needs to be extended over a number of weeks (Knoke, 2012) or even months. Therefore while Unisa's VLE model provided for an orientation period, it did not run long enough to address concerns of the participants. Participants felt that a longer period of orientation should have been arranged to enable them to network, meet all their instructors and

generally become more familiar with the entire training intervention. According to Knoke (2012), it is important that organisers come up with a comprehensive orientation plan that includes details regarding the purpose of the intervention, activities to be completed and how participants will be evaluated, timeframes, performance manuals, internet or intranet sites and other sources of information.

It should also be pointed out the orientation as presented to the participants in this study was not monitored to ensure that it is well managed. Several participants indicated the need for an evaluation mechanism to ensure that the objectives in each phase of the training, including the orientation phase, were achieved. For instance in a response that epitomises the general view of the respondents, L 6 commented that, *"I feel that there should have been a mechanism to establish whether the trainers had achieved these goals…There was no mechanism to establish whether participants had learnt…So I think some form of assessment was required."* It can therefore be seen from the participants' responses that evaluation of the orientation phase is important.

It is important at this level that trainees are informed about the programme to ensure that they are aware about what will be involved in the training and the key competencies to be derived from it. Trainees should be involved in all the discussions and decisions concerning the programme. Issues pertaining to how many hours a day the programme will be running and the general house rules that will be followed during the period of training need to be ironed out and agreed upon during this initial orientation period. Furthermore, they need to be asked whether they have been provided with clear and accurate information about the project, whether their individual concerns have been addressed and whether they have an understanding of the benefits of attending the training (Loucks-Horsely & McCarthy, 1982; Hall & Hord, 1987). It is also important that the trainers establish the participants' base knowledge and whether they have bought into the entire project. Kirkpatrick and Kirkpatrick (2006) observe that it is important to find out how participants, at this initial level, which they call reaction level, react to the programme. While a positive reaction may not ensure learning, a negative reaction may negatively affect trainees' commitment to the programme.

Borrowing from the CBAM's stages of concern, evaluation of the orientation phase would entail asking and answering a number of questions. Table 7.1 presents an evaluation tool that could be used to confirm whether the objectives in the orientation phase have been achieved.

Table 7.1: Evaluation tool 1: Orientation phase

		Yes	No
1.	Have the trainees been made aware of the programme?		
2.	Have the trainees taken part in the discussions and decisions concerning the programme?		
3.	Has the facilitator provided clear and accurate information about the programme?		
4.	Did the facilitator solicit individual trainees' concerns?		
5.	Were individual concerns addressed?		
6.	Did the facilitator explain the reasons for and the benefits of the programme to the participants?		
7.	Did the facilitator explore any prior experiences and knowledge of the trainees?		
8.	Did all the trainees buy-in into the programme?		

7.2.1.2 Learning/training as a component of staff development

Narrating their experiences, participants talked of learning activities that were real, authentic or practical that that they had to do after orientation. L4 revealed that, *"It was a practical training…we dealt with the making of learning schedules and uploading them on line…"*Likewise, L5, describing the training sessions that followed orientation reported that, *"in these sessions we became students, engaging ourselves in practical work that was designed to enhance our e-teaching skills. "*As for L6, *"the sessions after orientation were enjoyable but challenging…we went practical. All lecturers teaching a particular module worked together to identify the essential elements of the modules we taught."* For participants indicated that through practical activities they acquired the vital skill to teach online, this phase was named the learning or training phase.

During this phase instructors ensure that trainees are exposed to authentic learning tasks to facilitate their acquisition of online teaching skills. It is important that such activities are problem-centred, have a bearing upon the academics' online teaching world, reflect the maturity level of the participating lecturers and encourage the application of online teaching skills (Gravett, 2001; Cercone, 2008).

Furthermore, as adult learners, academics have a strong urge not only to be self-directing but also to take charge of their developmental learning processes (Collin, 2004; Knowles, Holton, & Swanson, 2005). It is therefore important that while facilitating online teaching skills during this phase, instructors take note of the academics' need for autonomy by treating them as adults and reinforcing their need to be self-directing (Knowles, Holton & Swanson, 2005; Marthur et al., 2009).

It is also important that during this phase, in line with the principles of adult learning, their active involvement in the learning process is promoted (Cercone, 2008) to further enhance their independency, responsibility and self-directed learning (Cercone, 2008; Gravett, 2001). But learning should not only be participative but also collaborative and interactive. According to Mc Loughlin & Lee (2007), interactive professional development experiences do not only enhance knowledge and skills acquisition but are also instrumental in building social support and relationships with colleagues. It is upon such relationships that future professional growth and collaboration among the academics can be built.

While the academics' online teaching experiences may vary from individual to individual, the instructor has a responsibility to discover which academic comes with what type of experience by inviting each of them to explain what they know about e-teaching and learning, reflect on their existing knowledge about the subject, and assisting each of them to identify the flaws that may be contained in their prior experiences (Collins, 2004; Knowles et al., 2005; Sessoms, 2008). Since some academics may come into the training situation with some online teaching experience (Erasmus et al., 2012; Knowles et al., 2005), the training instructors will need to harness and use such experiences as a resource to support the new learning (Murthur et al., 2009; Collins, 2004).

During the process it is also important to ensure that that both subject content and methods of teaching online are given equal attention. The participants in this study felt that content were not given any attention. This was against all evidence provided in other studies in education that have found that teaching quality is determined by a teacher's mastery of content. Childs and McNicholl (2007) for instance note that a teacher whose subject knowledge is poor is not only unable to give appropriate and effective explanations in the classroom, but also lacks confidence, rendering him or her ineffective.

As reflected in Figure 7.1, an effective framework entails a component that establishes whether learning has taken place (Kirkpatrick & Kirkpatrick, 2006). In the context of this study, it was important to ascertain whether the training was participative and provided sufficient opportunities for sharing experiences and trainees' prior knowledge. The evaluator should also find out whether both teaching methods and subject content were given sufficient attention and dealt with effectively during the training. Questions regarding whether the facilitator accommodated the different learning styles of the participants and whether the training provided the skills and knowledge for online teaching have to be answered at this level of evaluation informed the development of the question on the Evaluation tool for the learning phase. Answering these questions in the affirmative implies that there has been a change in the participants' attitudes, knowledge and skills (Kirkpatrick & Kirkpatrick, 2006) and that participants are ready to progress to the performance phase. Table 7.2 presents an evaluation tool for the learning phase.

Table 7.2: Evaluation tool 2: Learning phase

		Yes	No
1.	Is the learning/training practical?		
2.	Did the facilitator solicit and acknowledge participants' prior experiences?		
3.	Did the trainees actively participate in the learning?		
4.	Did the facilitator acknowledge and accommodate the participants' different learning styles?		
5.	Were there opportunities for participants to share their experiences and ask questions?		

	Yes	No
6. Did the training focus on both the methods of teaching online and the subject content?		
7. Did the training provide the knowledge and skills required for online teaching?		

Since the participants in this study were adults, evaluation questions 1 to 5 as reflected table 7.2 were based on the principles of adult learning as discussed in chapter 3. Explored literature indicates that adults learn better if the training is practical, participative, is connected to their prior knowledge and if individual learning styles are accommodated (Cercone, 2008; Marthur etal, 2009). All the participants in this study reported that they liked practical, participative nature of the training which was challenging and yet enjoyable. L2, for instance, in a comment that epitomises the general views of the participants stated that, " *I liked the practical part of it* (training)…*The idea of practically writing the scripts for audio podcasts, editing, recording and uploading the audio podcasts practically was wow* (exciting)."This indeed justifies asking questions related to these issues. Furthermore, since including content in a teacher staff development intervention is as good as teaching the methods (Varica, 2010), it is pertinent to ask and ascertain whether the intervention catered for both teaching methods and the subject content. Finally, because the ultimate objective of the training in this context was to equip participants with knowledge and skills to teach on line, question 7 becomes relevant because as Allen etal (2009), Kirkpatrick and Kirkpatrick (2006) observe, this would help to determine whether the stated objectives have been accomplished.

7.2.1.3 Acquisition of online teaching competencies

When asked about the impact of the training intervention on their teaching, the participants responded thus:

L2: *I'm able to teach online today because of this training…the fact is I'm a lot better than what I was after attending the training*.

L3: *We were also trained how to engage students online…creating interesting activities and how to encourage them to come one-learning platforms…"*

L4: *It was an experience as we were trained how to write scripts for audio podcasts. We also focused on editing, recording and uploading learning resources on the net.*

L5: *It was quite a busy week of intensive training as we touched almost all the online text tools that we use on myUnisa. We familiarised ourselves with such tools as the welcome or homepage, announcements, discussion forums…of myUnisa.*"

L6: *We worked as teams, discussed the necessary components of our modules….we were asked to put them online practically.*"

From the above responses it is evident that while orientation and the eventual training/learning empowered the participants with the vital skills and competencies for online teaching. According to Spector and La Teja (2001), competence refers to the state of preparedness to perform. During this phase academics are transformed into qualified online teachers (Spector & La Teja, 2001) by acquiring the required competencies. According to Makoe (2012), the importance of competencies hinges on the fact that they work as instruments to identify skills, knowledge and behaviour required to play specified roles. The literature as explored in chapter 2 showed that working in a VLE requires the academic to have a number of competencies that enable them to perform specified ODL roles. Generally ODL teachers require a range of competencies that are pertinent to distance education. Egan and Akdere (2005) broadly identified such competencies as falling under communication, management and administration, technology and learning instruction.

Respondents in this study indicated that as a result of successful orientation and learning/ training, they acquired skills and competencies that prepared them to perform as online teachers. This is therefore a phase when participants should be empowered with technological abilities, knowledge, skills to work with computers in order to enable them to plan, communicate and teach, assess and evaluate online.

To ascertain whether the academic has been prepared enough to execute the roles required of them as online teachers, a number of questions need to be asked about whether they have prepared enough to design and plan for online teaching (Guascha et al.*,* 2009), and establish cordial relationships with the students, colleagues and other stakeholders like ICT personnel so as to enhance online teaching and learning (Guascha et al.*,* 2009; Kilfoil, 2004). During this phase it is also vital to ask if the academic has the ability to create positive virtual learning environments (Saeed, Yang, & Sinnappone, 2009) and ascertain if they have the skills to work in ICT environments,

teach online, monitor and assess learner progress and achievement online (Weurlander & Stenfors-Hayes, 2008). This is what informed the construction of questions for Evaluation tool 3. Table 7.3 reflects a number of other aspects that can be used to evaluate acquisition of competencies as a phase. This is a phase that prepares the academic for the last phase - performance.

Table 7.3: Evaluation tool 3: Acquisition of online teaching competencies

	Yes	No
1. Does the academic fully understand the online teaching environment?		
2. Are the academics able to demonstrate skills to work in ICT environments?		
3. Do they have specific technical competence for the software?		
4. Are the academics able to engage students online?		
5. Are the academics able to deal with the constraints and possibilities of e-teaching as a delivery method?		
6. Do they have the ability to socialise online?		
7. Have the academics acquired the ability to facilitate communicative competence?		

Asking questions as reflected in table 7.3 would assist to reveal the extent to which participants will have adopted an innovation and how they can use it (Hall & Hord, 1987). The questions were thus constructed basing on the "levels of use of an innovation" (LoU), which is a key component of the CBAM model as discussed in chapter 3. In the context of this study acquisition of online teaching competencies would imply among several other things that participants fully understand the online teaching environment, demonstrate skills to work in ICT environments have specific technical competence for the software and can engage students online.

7.2.1.4 Performance as a component of the staff development framework

As reflected in Figure 7.1, performance is the fourth component in the staff development framework. At this level academics should be able to successfully transfer the acquired skills to the workplace (Egan & Akdere, 2005;   Klein, Spector,

Grabowski & De la Teja, 2004). In the context of this study, they become committed to teaching online and constantly refine their online teaching techniques. The phase is also characterised by collaboration and cooperation as academics improve their teaching practice. Indeed, studies on teacher development have found out that when teachers collaborate they are able to reinforce, build and challenge their notions about teaching (Garet, Porter, Wilson & Berne, 1999; Nelson, 2009; Desimone, Birman & 2001; Richmond & Manokore, 2011). Reviewing staff development research for instance, Wilson and Berne (1999) discovered that supporting the use of new teaching practices required collaboration among the peers in educational communities. In the same vein, Garet etal (2001) analysed staff development data from a US teacher education programme and came to a conclusion that if teachers were to change their classroom practices and enhance their performance, they needed to collaborate with each other. Similarly, in a study that explored the importance of dialogue among teachers who had participated in a staff development programme in the US, Richmond and Manokore (2011) found out that the collaboration enabled teachers to overcome impediments to the implementation of the new teaching practices, in addition to enhancing their knowledge and confidence.

Performance in the context of this study also means that academics are efficient and effective online communicators (Egan & Akdere, 2005; Klein et al., 2004) for it is the perfection of their communication skills that enables them to effectively teach in virtual environments. In this regard establishing whether the objectives of this phase have been attained means asking questions concerning whether the participants are able to effectively interact and communicate online. Furthermore, it is vital to ascertain the participants' ability to design and plan online lessons, with easy-to-understand introductions accompanied by challenging but interesting assignments. Because an online teacher's performance depends on their ability to establish cordial relationships with not only colleagues but also students (Guaschal et al., 2009; Kilfoil, 2004), it is important to ascertain the extent to which relationships that promote performance have been established.

The establishment of working relationships with other stakeholders is particularly important, since in this study, participants indicated that it was difficult to get their students to participate in discussion forums during online lessons. Furthermore, the

research findings established that there were not enough opportunities for the participants to collaborate with each other as academics either through online communities or physical meetings. These findings are contrary to what various studies have indicated regarding the need to create amicable working relationships and positive virtual learning (Garet, Porter et al, 2001; Kilfoil, 2004; Nelson, 2009; Richmond & Manokore, 2011). Therefore it is important as indicated by the participants in their lived human relations experiences that they need to share their experiences as they are going through the course. Van Manen (1990) argues that human relations is at the central to the lived experience. People want to belong to groups of people and share their aspirations and their fears with.

Ascertaining performance in this phase means asking questions concerning the academic's ability to create a positive virtual learning environment (Saeed, Yang, & Sinnappone, 2009), to demonstrate ICT skills and online teaching skills (Kearsley & Blomeyer , 2004; Weulander & Stenfors- Hayes, 2008), and to monitor and assess learner progress online (Boud & Falchikov, 2006).   These formed the basis of the evaluation tool 4.

From the above, it can be seen that participants' experiences of orientation, learning and acquisition of the vital online teaching competencies facilitated the transition from the old teaching approach to the new, online teaching approach. The performance phase is thus an application phase. The academics experienced a state of being well qualified to teach online. At this level academics' behaviour with regard to their teaching approach changes. They effectively teach online, regularly cooperate and collaborate with each other either physically or online, and become committed users of technology. During the performance phase online teaching positively impacts on student learning, and university management supports the change through its policies, resources and practice. The performance phase is therefore the changed instruction phase. It involves the synthesis of orientation, learning and acquisition of competencies. If the three phases are given proper attention, there will be a change in terms of the teaching approach (changed instruction).

Performance is also characterised by an established pattern of online delivery in the institution and academics' commitment to the use of technology. In this phase

academics fully understand and appreciate what constitutes online teaching and have acquired the technical skills required to use the different software relevant to online teaching. When evaluating this phase, questions have to be asked about whether the teacher has become a content expert and can use the content to support students' online knowledge construction. It is also important to establish whether the teachers have perfected their online communication skills, and can adequately use them to engage and support student learning (Salmon, 2000; Klein et al., 2004; Egan & Akdere, 2005). Finally, according to Salmon (2000), teaching online requires personal characteristics like adaptability, positivity and confidence. It is therefore important that the evaluator ascertains whether the teacher has developed and nurtured these characteristics. Table 7.3 presents an evaluation tool for this phase of staff development.

Table 7.4: Evaluation tool 4: Performance phase

		Yes	No
1.	Are academics able to transfer and apply their newly acquired skills to the workplace?		
2.	Are academics committed users of technology and are they committed to online teaching?		
3.	Are the academics co-operating and sharing with each other online?		
4.	Are academics constantly refining their online teaching techniques?		
5.	Can the academic use all the features of the relevant online teaching software?		
6.	Do academics collaborate with each other online through regular meetings and communities of practice?		
7.	Are participants able to plan and design online lessons?		
8.	Are participants able to establish working relationships with students and fellow lecturers?		
9.	Are participants able to create positive virtual learning environments?		
10.	Have academics become content experts? How can academic use of technology support student online knowledge construction?		
11.	Can they use this content to support online knowledge construction in students?		
12.	Have academics developed and nurtured personal characteristics essential for online teaching?		

The ultimate of developing teachers is to ensure that they perform. In case of an innovation like e-learning, it is important that participants establish patterns in the use of technology and use such established patterns to perfect their teaching using the new technology. Furthermore they should be able to fully integrate technology in their teaching, on addition to being able to look for more effective alternatives to crystallise the use of e-learning (Hall & Hord, 1987). Therefore the questions as presented in evaluation tool 4 in table 7.4 are an adaptation from the CBAM's LoU and aim at establishing participants' behavioural changes in their quest to effectively use an innovation like e-teaching to ensure increased performance.

7.2.1.5 University support through policies and provision of resources

Apart from describing what they thought were the vital components of a staff development framework, respondents talked of the need for a supportive context. The academics felt that a programme would only be successful if it was supported by lecturers, the students and the facilitators. In their view, context included the lecturers, the students and the facilitators. But literature on staff development (Hunter & Austin, 2004; Collin, 2009; Leu & Ginsburg, 2011) identifies a supportive context as one that involves the entire university, its senior and junior managers, the lecturers and the students. Respondents also expressed the need for evaluation as a supportive mechanism. In addition to using evaluation and management as supporting mechanisms, respondents expressed the need for peer support in the form of academic forums like communities of practice through which they could reflect on their practice, share their challenges and support each other.

While evaluation can come in the form of establishing whether the objectives as delineated in each of the components have been achieved, university support could be in the form of a supportive staff development policy, provision of resources and practice. Generally, the university training policy should acknowledge the importance of staff development. In this regard academics and university employees should be exposed to professional development activities that are related to their work. Furthermore, the policy should not only support e-learning, like in this context, but should also be extended to sabbatical leave, professional conferences and other activities supportive of academics' development.

With regard to resources, the respondents noted the need for the university to provide sufficient physical and human resources to ensure the success of the intervention. This was consistent with Ely's framework of implementing educational technology innovations as discussed in chapter 3. Noting the importance of managers and senior managers with regard to staff development, Hemmington (1999) indicates that they should be the champions of professional development as their leadership role has the potential to influence change as they direct academics towards professional development (Leu & Ginsburg, 2011). Provision of resources like appropriate venues, handouts, materials and presentations and refreshments during the period of training is as important as the provision of human resources. The university further needs to ensure that there is a staff development budget, support and guidance for all staff support and guidance for the training section.

7.2.1.6 Duration of the intervention

Whilst it is widely accepted that teachers generally experience different degrees of change at different times in a staff development programme (Banilower, Heck & Weiss, 2007), there is compelling evidence that if staff development activities were to improve their instructional practice and student learning, the training interventions should be longer in duration (Garet, Porter, Supovitz & Turner, 2000; Desimone, Birman & 2001; Banilower, Heck & Weiss, 2007). One aspect that constantly came up during the interviews with the academics, and which is reflected in the framework was the duration (time) of the intervention. The respondents indicated that they needed longer periods of time not only during the orientation phase but also during the learning/training time. They also were generally concerned about the short duration of the course in which they were supposed to complete the training. In other words, when designing a training intervention the time factor needs to be factored in, not only in the orientation phase but also in the learning phase. In their own words they stated thus:

L2: *This course was not given enough time. I personally may not have had a quarrel but many of my friends needed more time to polish up their skills.*
L3: *The programme was hurriedly implemented…I was trained for two weeks only and there was no time for us trainees to meet again and assess how we were doing.*

L4: *This was not a simple course because I personally needed a lot of time to accomplish some of the tasks…*

L5: *I feel we should have spent more time during this phase* (orientation) *preparing to use computers.*

L6: *Everything from the introduction phase throughout the training sessions, everything was done sort of hurriedly.*

The issue of time was further emphasised by van Menon (1990) who identified it as critical to lived experience of time.

Whilst the Unisa staff development intervention was presented over a period of only two weeks as prescribed by the Carpe Diem model, findings in this study indicate that for successful development to take place, all the phases of the intervention need to be given enough time since change does not occur overnight. This means that for academics to adapt e-teaching as a new approach to learning, they need more than just some quick exposure to training. Taking them from the orientation phase to the performance phase requires exposure to sustained opportunities for learning, practice and reflection. This research reveals that after acquiring the skills, the academics still required more time to practice and refine their newly acquired skills.

The academics' views in this regard were not only consistent with findings of previous research in staff development but confirmed the importance of taking time in cognisance whilst planning any staff development intervention. In their analysis of how staff development initiatives would bring about quality in teacher instruction in the US for instance, Supovitz and Turner (2000) found out that there was a relationship between the quality of teacher instruction and the time teachers spent in a staff development programme. Dori and Herscovitz's (2005) study too revealed the critical role, time played in staff development initiatives. Studying 50 teachers participating in staff development programmes for a period of over three years in Israel, Dori and Hersvitz (2005) concluded that changing teachers' instructional methods required a longer period of time.

In the empirical review of literature on staff development, Stes, Coertjens and Van Petegem (2010) examined 36 articles on staff development written between 1977 and

2007. Though little changed in terms of findings and recommendations from the previous reviews, their review revealed that many staff development interventions emphasise the idea of a long duration. Duration was conceptualised in terms of contact hours, number of workshops, or the length of time of the initiative. Nevertheless, the analysis revealed that despite the importance of duration, a long duration of staff development programme did not necessarily have more positive learning outcomes for the teacher participants, although course-length interventions greatly benefited the students.

It is therefore evident that time as a factor in staff development enables effective crystallisation of the acquired skills, knowledge and competencies into performance as it aided in the reinforcement of what they had learnt after the training. The participants felt that if they were to effectively apply the acquired skills, the duration of the interventions should have been longer just like the time that was allowed to execute the learning tasks during the training. According to Hill (2007), Dori and Herscovitz (2005), more effective professional development programmes are longer in duration. The participants in this study indicated that the training programme they attended was presented as a finite process. This, they thought, hampered the continuous transfer of the acquired skills to the workplace and impeded the academics' refinement and effective use of the acquired skills and knowledge. Time is therefore a factor that enables staff to refine the skills learnt during the training sessions and to continuously improve on their skills as they perform their roles.

7.3   FINDINGS

From the findings of this study it can be concluded that the academics were exposed to an orientation phase of the staff development programme, after which they were given practical training that provided them with skills and competencies required to perform as online teachers. Moreover, professional development in education is about change; and in this case its purpose was to ensure a change in academics' teaching approaches. Available literature on staff development in education indicates that student attainment is closely related to improvement in teacher knowledge and skills (Darling-Hammond, 1994; Harrison, 2004; OECD, 2009). According to Desmore (2009) and OECD (2009), the relationship between staff development and student learning is symbiotic. But while the respondents in this study indicated that their

exposure to staff development familiarised them with new technology and basic training in the use of ODL technologies, they could not say with certainty whether it led to any improvement in student learning.

Apart from this finding, it was also established that to some extent the short duration of the training interventions acted as an obstacle to the academics' envisioned change. Thus it appears that short training interventions may not immediately translate into improved performance with regard to instructional behaviour. Participants indicated that longer training interventions would have enabled quality orientation, better training/learning and improved performance.

Participants were also concerned that there was little focus on subject content, that there were no follow-up sessions, and that the environment was not as supportive as they would have liked it to be. In addition, they felt there was not enough time for them to master the skills properly, and that the intervention lacked a mechanism for ascertaining whether they had learned the skills they were supposed to.

Moreover, the participants would have liked to have had more subject content in the training intervention to improve and deepen their existing knowledge. Such knowledge is vital when academics ask appropriate questions, or need to interpret student responses and provide relevant feedback to improve student learning. Less emphasis on subject content also meant that academics were denied a good overview of their subjects. Such an overview is essential for it enables teachers to have a clear sense of the main ideas in a particular subject area, thus allowing them to give more attention to such areas.

Furthermore, the absence of follow-up sessions and academics' learning communities denied the academics time and space to hear real-life stories concerning challenges and successes from fellow academics. This consequently denied them support from colleagues that could enhance learning and help them hone the acquired e-teaching skills and address any challenges they might experience. According to Thompson and Goe (2009), teacher interaction through learning communities enables them as colleagues to notice and address each other's weaknesses.

Communities of learning thus enable academics to convert what they learn and share with each other their lived practices within their specific areas of specialisation.

7.4   LIMITATIONS OF THE STUDY

Since this was a phenomenological study, the sample size had to be small. The purpose was to generate rich narrative descriptions of the academics' experiences and by the fourth participant, the researcher had saturation point, hence only six participants were included in the sample out of a population of more than 800 academics who had at the time of the study been exposed to staff development at Unisa. The idea was not to generalise but rather to give a rich contextualised understanding of the academics' experiences through the intensive study of the six participants. This means that the great majority of the academics' voices were not heard. Therefore the findings cannot be generalised to the larger population of academics at Unisa. But despite this observation, the study yielded several significant results which could be used in future to construct staff development interventions for the university. Further studies could be conducted on a larger sample of academics using quantitative methods.

Secondly, in this study interviews were the sole data collection method. This means that interviewees could have held back some information or unconsciously could have given answers they thought were appropriate (Corbetta, 2003). Such answers could be pure inventions or exaggerations, leading to the collection of inaccurate evidence. Recognising this limitation, the researcher asked questions in such a way that they did not seem to elicit what the respondents could have perceived as helpful answers. Respondents also have a tendency of describing imaginary experiences as opposed to their actual experiences. To avoid this limitation the researcher made use of probing questions and requested the respondents to supplement their descriptions with concrete examples if there was a need to. In some cases further elaborations were requested and the rationales behind some responses were sought.

By attending some of the academics' training sessions, the researcher was able to get some insight into the training processes and for networking purposes in order to identify potential participants. Since this was a phenomenological study, data analysis

was in line with Giorgi's method of analysis. While this is a rigorous and systematic method of data analysis, it does not give a detailed elaboration of procedures (Wertz, 1983). Furthermore, the analysis of phenomenological data solely depends on the researcher's interpretation (Giorgi & Giorgi, 2003, 1975). This limitation was, however, overcome by the researcher reading the descriptions without prejudice and *thematising* the transcripts from the respondents' perspectives. This ensured that the quality of the findings was neither impaired nor contaminated. Despite this observation, (Giorgi & Giorgi, 2003, 1975) himself stated that it was possible for another researcher to come up with slightly different themes extrapolated from the same data but that these would not be wholly different.

7.5   BENEFITS OF THE STUDY

7.5.1 Why study Academics' Staff Development Experiences and Concerns?

Studies on teacher development in higher education have revealed the importance of staff development to empower lecturers to teach online. This study has showed that academics' experiences and concerns are vital if successful training interventions for online teaching are to be implemented. But while other studies have emphasised the vital role that training plays in enhancing academics' skills and knowledge for e-learning and teaching, they have not indicated how staff development experiences should be used to construct training interventions. This research has shown that being introduced to a training intervention and being exposed to authentic learning are positive experiences that can be incorporated in a staff development intervention. Moreover, the academics' concerns which manifested themselves as negative learning experiences can be addressed and incorporated in a development framework that can guide training. The respondents in this study expressed among several other concerns the need for a supportive VLE, supportive management, and the need for evaluating each of the staff development phases.

7.5.2 Contributions of this Research

This study explored the phenomenon of staff development from the perspective of the experiences of academics. Soliciting their experiences was a way of finding out how they experienced the world of training at Unisa. According to Pajares (1992), human

experiences usually inform individual beliefs which are an important aspect of educational inquiry. This study has revealed that such experiences, both negative and positive, can be used to inform staff development practice.

The findings of this study indicate that although staff development is vital to empower academics, it may not achieve its aims if the participants' concerns and views are not taken into account in its implementation. Secondly, successful implementation of staff development programmes requires the support of all stakeholders, including the students, university management and leadership. Thirdly, the findings suggest that time is a crucial factor in ensuring the effective implementation of staff development interventions. Enough time is required in all the phases of a staff development intervention if the skills are to be acquired and put into practice. Lastly, and as reflected in the constructed framework, a staff development programme for university academics is not complete if it does not have a component designed to evaluate its impact on student outcomes. While academics may be trained and perfect their teaching skills, the staff development intervention will be a failure if the acquired skills do not lead to improved student outcomes.

The main contribution of this study, however, is the construction of a staff development framework. When universities provide training to their academics to improve their performance, they usually impose what they think should be learnt. The developed framework indicates that as a first step in training the views and needs of the participants need to be addressed during the orientation phase. This framework can therefore be used not only to bring awareness of a training intervention to staff, but also provide information to them and address their personal concerns if any.

 There is need to note that while other models including Carpe Diem focused mainly on skill development training, this model argues for the incorporation of a number of features that are not emphasised in other models. The assertion is that incorporation of such features will enable quality staff development. As can be seen from figure 7.1, such features include time or duration of the intervention, continuous evaluation in each phase of training and continuous support from university management. For example the Unisa VLM that is premised on the Cape Dieme has an orientation phase as well as the learning phase. But judging from the collected data, these phases were

so short that participants felt their learning experiences would have been enhanced had more time been allocated for the orientation and learning phases. Furthermore, whilst participants in this study indicated that they were orientated and exposed to training /learning to teach online, there was no mechanism put in place by the trainers or the university to ascertain the success of their orientation or learning. Apart from this, the Cape Diem model, as a model that guided staff development at Unisa, did not give allowance to find out whether the acquired skills and competencies were satisfactorily used to enhance the academics' performance. The constructed framework in this study argues not only for longer training interventions and more time for trainees to execute the learning activities, but also for an overarching component (evaluation) to ensure that the objectives in each training phase are achieved. With regard to continuous support, the explored literature and collected data confirmed that support, not only from management but also from other stakeholders in a staff development programme was essential for its success and better experiences by the trainees. This is not provided for in Unisa's VLM.

It can therefore be argued that the current model is richer in a sense that it draws its features not only from the other models as discussed in chapter 3, but also from the explored literature and data as given by the participants. For instance the aspects of involving teachers as trainees in discussions and decisions on training interventions, providing them with accurate information and directly addressing their personal concerns are well articulated in the CBAM model; and are part and parcel of the orientation component in the current model. On the other hand the need for skills, time, leadership, resources and stakeholder participation are cited by Ely's framework as essential for successful staff development. These too, feature prominently in the current model. Drawing from Kirkpatrick's four-level evaluation model the proposed framework in this study has incorporated an evaluation aspect to ascertain whether the objectives in each training phase are accomplished. Finally the proposed staff development framework in this study, argues that since participants in the training are adults, the training should be guided by the principles of adult learning. This is glaringly absent from the other models, including the Carpe Diem.

7.6 RECOMMENDATIONS, IMPLICATIONS FOR PRACTICE AND FUTURE RESEARCH

This research provided a framework that could be used as a helpful instrument to guide staff development. The framework provides the basis for the development of excellent training programmes. It identifies what the academics perceive as the major components of a staff development intervention as it communicates the major areas that should be addressed in training.

In light of the findings of this study, it is recommended that more time be given to the orientation of academics regarding the training programmes. Orientation was identified as an important and vital component of staff development although not much time was allocated to it. It is the researcher's conviction that given more time, the orientation phase will be instrumental in reducing anxiety and uncertainty experienced during the training phases while at the same time enabling trainees to have a better understanding of the training of the programme.

Furthermore, in view of the fact that the academics wished to establish supportive relationships with each other at the end of the training phase, the researcher believes that an orientation phase can be used to create such relationships. It is also believed that if more time is spent on orientation, socialisation among academics will be encouraged as a sense of belonging will be created among them. This will create a permanent supportive relationship even after the training has been completed. It is recommended that the orientation phase be well planned with time lines and activities that trainees are need to complete during this period. Through carefully designed, well-structured and well-paced programmes, all the "essentials to know" about the training programme should be addressed. This recommendation is made against the backdrop that though the orientation programme provided the academics with the reasons for e-learning training, a number of issues such as the form that the training would take were not addressed.

The issue of time was repeatedly raised by all the academics who participated in the training programme. It is the researcher's view that time must be prioritised in any training. More time should not only be spent on the orientation phase, but it is also

important to give trainees more time during the actual training. This is in view of the academics' observation that considerable preparation time was needed to execute the hands-on activities during the training sessions. Most of the academics in this study said that overcoming the initial fear of technology and executing the authentic learning tasks called for additional effort and time if they were to effectively learn and master the required skills. It is also recommended that more time be apportioned to the entire training session as respondents observed that a week or two in which they were supposed to master the techniques of online teaching was hardly enough. Online teaching techniques like the use of graphics, close-ups of pictures, diagrams, online assessment, uploading study materials, mastering the use of myUnisa, and so on require a lot of time to master and therefore the training instructor needs to slow down the teaching pace and give the trainees more time to learn.

It is further recommended that support in the form of institutional leadership, policies and provision of resources be directed towards teacher training and the acquisition of the required e-learning skills and competencies in order to empower academics. Furthermore, as can be seen from the proposed framework (Figure 7.1), academics' development is inextricably linked to their performance and daily practice. In light of this observation, it is recommended that the university view staff development as an integral component of the academics' work. This will enable university management to craft staff development policies that expect all academics to be involved in professional development activities throughout their careers.

The researcher believes that the university IT support personnel can play a crucial supporting role by providing support and support materials, assisting in the training, managing and providing access to online information resources as well as developing e-learning packages for academics in training. This will ultimately lead to the collaboration between experts on subject content, pedagogy and technology, thereby enabling full integration of e-learning across the curriculum. This is particularly of importance in light of the academics' concern that the training intervention focused exclusively on e-learning delivery methods to the detriment of subject content.

Furthermore, management should encourage academics to support each other. In this regard academics should be encouraged to share information with each other,

collaborate, identify their challenges and jointly celebrate their achievements in forums like workshops and communities of practice groups. Regular hands-on workshops in which less experienced and more experienced academics meet would facilitate greater sharing of experiences and techniques. All professional development activities and experiences as executed in all the phases of the proposed framework should thus be arranged in such a way that they promote communities of practice where professional experiences, successes and challenges can readily be shared among the academics.

In view of the finding that academics could not tell whether their training positively impacted on students' outcomes and the need to establish whether the goals set in each phase of training have been achieved, a concrete framework for evaluation is proposed. Such a framework will not only enable professional development administrators and instructors to establish the long-term impact of the intervention on the academics' instructional behaviour, but also whether the programme as a whole is improving student performance. Using the proposed evaluation framework, the feedback and information obtained from each of the staff development levels as reflected in Figure 7.1 are synthesised and used to develop contextualised plans and frameworks to improve staff development and to ensure change in the academics' instructional behaviour and achievement of student outcomes. It is the researcher's conviction that if these improvements are documented and systematically integrated, it will be possible to develop better and more contextualised e-learning interventions. It is further envisaged that such an evaluation framework will enable all the involved stakeholders to establish what they would like to see happen in terms of professional development.

Thus, guided by the proposed framework, assessments to establish the academics' goals will be possible, and such goals will eventually be reflected in the given professional development activities. Related to this recommendation, and in light of the finding that participants lamented the absence of subject content in the staff development interventions, it is further recommended that development intervention and plans include information on subject content, delivery, timing and the teaching approaches to be used in addition to the relevant evaluation questions. It is further recommended that in addition to collecting data on progress and monitoring the

progress in each phase as indicated in Tables 7. 1 to 7.4, the evaluation framework should be in position to establish both the short-term and long-term changes brought about by staff development. Lastly, it is important that the results as obtained from the processes of evaluation are properly recorded, synthesised and used in all phases of the professional development processes as reflected in figure 7.1. In keeping with Kirkpatrick's framework of evaluation, it is also recommended that the data collected is used in planning, implementing, reviewing and refining professional development activities.

The findings of this research show that staff development is not a once-off activity, a day's event or a short-term intervention. It is therefore recommended that the university redefines and reconceptualises staff development as a long-term investment in their academic staff; and creates a permanent infrastructure to support it.

Since this study was aimed at exploring and describing the experiences of the academic staff at Unisa who were going through the staff development programme, a qualitative study was used. Therefore the findings are based on a limited number of people. However, there is a need for more research that could be generalised to a larger community. It is therefore recommended that those researchers who have an interest in this topic should use larger samples of academics and use quantitative methods to explain the phenomenon further. From each of the components as presented in the framework, interested researchers could develop questionnaires and scale items in such a way that better wording is achieved; and more comprehensive closed questions are formulated to enable future researchers to undertake quantitative studies.

For the ultimate objective of academic staff development is to enhance quality student learning, further research could be conducted to establish the relationship between academics' learning and student achievement. Further, more research is needed to focus on the relationship between professional development and innovative teaching and to establish the views and experiences of all stakeholders (the university, academics and students) which could guide the development of an appropriate staff development framework. This research only focused on the experiences of academics

and did not take into account the views of students and university management, which should also be investigated to ensure that a realistic and holistic framework is built that will benefit all stakeholders. It is also important for future researchers to focus on issues related to time, university management and evaluation as key drivers in enhancing skills acquisition and encouraging e-learning uptake by academic staff.

Many participants raised the issue of students not participating by coming on to the e-learning platforms. This framework can also be used to address this problem for it advocates for support, not only from the university but also the lecturers and students. It is envisaged that if students support the training programme they will also be in position to cooperate to ensure its success.

7.7   CONCLUSION

This study explored staff development for innovative teaching at Unisa arguing for the importance of staff development to empower Unisa academics to teach online. The first chapter was an introductory chapter. It described the Unisa context, indicating the university's current teaching situation, and the university's efforts to develop academics in preparation for online teaching and learning. The VLE model, as a model guiding academic staff training, was described and it was argued that with the evolution of ODL and the incorporation of technology in daily teaching activities, there was a need to equip academics with the appropriate skills and knowledge to enable them to facilitate online teaching and learning. But while there are policy structures designed to enhance academics' acquisition of the required skills to teach online, many higher education institutions are still struggling to engage a significant percentage of students and staff on e-learning platforms.

Based on this observation, this study was broadly structured to explore and describe professional development experiences of the Unisa academic and their views with regard to the staff development programmes that are geared towards empowering them with the knowledge and skills they need to teach online. It was also designed to describe the essential components of a staff development programme or framework, explore and describe the experiences of the academic staff at Unisa, establish the extent to which academics are empowered to teach online through staff development,

and analyse different staff development frameworks with the aim of formulating one that could guide staff development for innovative teaching and learning in the Unisa context.

The study adopted a qualitative research design of a phenomenological genre in order to access the academics' experiences of staff development. The literature pertaining to staff development was explored in chapter 2 and models that could guide staff development were described in chapter 3. Chapter 4 presented a detailed description of the methodology used to answer the research question; while chapter 5 presented a phenomenological analysis of the collected data. From the analyzed data, 12 themes emerged pertaining to the academics' staff development experiences and their concerns about the training.

The thematic descriptions as given in chapter 4 were all grouped together under four basic existential themes that ran across the participants' life worlds, namely lived space (spatiality), lived body (corporeality), lived time (temporality), and lived human relation (relationality or communality), irrespective of their historical, cultural or social life. Since phenomenologists focus on experiential patterns of lived experiences, these four basic existential themes were used to present the findings in chapter 6. In chapter 7, a framework to guide staff development was presented. The framework was based on the experiences and concerns as described by the academics, the explored literature and models of staff development. Based on the findings from the study, a number of recommendations were given and the need for further research proposed.

REFERENCES

Bissaker, K. (2001). Did they get what they came for? Evaluating lecturers' learning. *International Education Journal*, 294. Available at: http://ehlt.flinders.edu.au/education/iej/articles/v2n4/BISSAKER/PAPER.PDF (accessed on 13/7/2012).

Blackie, M.A.L., Case,J.M. & Jawitz, J. (2010). Student-centredness: The link between transforming students and transforming ourselves. *Teaching in Higher Education*, 15(6), 637-646.

Botes, A. (2005). Validity, reliability, and trustworthiness. In D. Rossouw (ed.), Intellectual tools: *Skills for human sciences* (pp.190-196). Pretoria: Amabhuku publications.

Boud, D. & Falchikov, N. (2006). Aligning assessment with long-term learning. *Assessment and Evaluation in Higher Education,* 31 (4), 399-413.

Boulter, C.J. & Buckley, B.C. (2000). Constructing a typology of models for science education. In Gilbert, J.K. & Boulter, C.J. (Eds.), Developing models in science education, (pp.41-57). Dortrecht, Kluwer Academic Publishers.

Bower, M., Highfield, K., Furney, P., & Mowbray, L. (2013). Supporting pre-service teachers' technology-enabled learning design thinking through whole of programme transformation. *Educational Media International*, *50*(1), 39-50.

Bowers, J., & Kumar, P. (2015). Students' Perceptions of Teaching and Social Presence: A Comparative Analysis of Face-to-Face and Online Learning Environments. *International Journal of Web-Based Learning and Teaching Technologies (IJWLTT),* 10(1), 27-44.

Bradshaw, M., & Lowenstein, A. (2013). *Innovative teaching strategies in nursing and related health professions*. Jones & Bartlett Publishers.

Bradshaw, M., & Lowenstein, A. (2013). *Innovative teaching strategies in nursing and related health professions*. Jones & Bartlett Publishers.

Braimoh, D. (2009). Understanding research imperatives in an open learning environment. A presentation at the research workshop for new staff and PhD students of Unisa. Pretoria. Unisa.

Brindley, J.E. & Paul, R. (2004). The role of learner support in institutional transformation – A case study in the making. In J. E. Brindley, C. Walti, & O. Zawacki-Richter (Eds.). Learner support in open distance and online learning environments, (pp.39-50). Oldenburg: Bibliotheks- und Informationssystem der Universitat Oldenburg:

Brooks, C.F. (2010). Toward 'hybridised' faculty development for the twenty-first century: blending online communities of practice and face-to-face meetings in

instructional and professional support programmes. *Innovations in Education and Teaching International*, 47 (3), 261–270.

Broomé, R. E. (2011). An empathetic psychological perspective of police deadly force training. *Journal of Phenomenological Psychology,* 42(2), 137-156.

Brown, J. S., Collins, A., & Duguid, P. (1989). Situated cognition and the culture of learning. *Educational researcher*, *18*(1), 32-42.

Burns, R. (2002). The adult learner at work. The challenges of lifelong education in the new millennium (2nd ed.). Crow's Nest, Australia: Allen and Unwin.

Candy, P.C. (1996). Prompting life-long learning: Academic developers and the university as a learning organisation. *International Journal for Academic Development,* 1(1), 7-18.

Cascio, W. F. (2012). "On-boarding". Paper presented at the 8th Annual International ASTD Global Network SA conference, Drakensburg, 14th March.

Centre for Professional Development [CPD] (2010). Virtual learning environment intervention. Available at: http://www.unisa.ac.za/Default.asp?Cmd=ViewContent&ContentID=96070 (accessed on 27/8/2012).

Cercone, K. (2008). Characteristics of adult learners with implications for online learning design. *AACE Journal*, 16(2), 137 – 159.

Chapelle, C. A., & Hegelheimer, V. (2004). The language teacher in the 21st century. In Fotos, S. & Browne, C. (Eds.), *New perspectives on CALL for second language classrooms* (pp.299-316). Mahwah, NJ: Lawrence Erlbaum.

Charmaz, K. (2002). Qualitative interviewing and grounded theory analysis. In J.F. Gubrium and J.A. Holstein (eds.), *Handbook of Interview Research: Context and Method* (pp. 675 - 694). London: Sage.

CHE (2009). Annual report of the Council on Higher Education 2008/2009. Available at: http://www.che.ac.za/media_and_publications/annual-reports/annual-report-council-higher-education-20082009 (accessed on 31/7/2014).

Childs, A., & McNicholl, J. (2007). Investigating the relationship between subject content knowledge and pedagogical practice through the analysis of classroom discourse. *International Journal of Science Education*, *29*(13), 1629-1653.

Childs, S., Blenkinsopp, E., Hall, A., & Walton, G. (2005). Effective e-learning for health professionals and students—barriers and their solutions. A systematic review of the literature—findings from the HeXL project. *Health Information & Libraries Journal*, *22*(s2), 20-32.

Chyung, S.Y. (2008). *Foundations of Instructional Performance Technology.* Amherst, MA: HRD Press Inc.

Clay, M. (1999). Developing of training and support programs for distance education instructors. Online *Journal of Distance Learning Administration,* 2(3). Available at: http://www.westga.edu/~distance/ojdla/fall23/clay23.html (accessed on 18/8/2014).

Collazos, C. A., Guerrero, L. A., Pino, J. A., Renzi, S., Klobas, J., Ortega, M. & Bravo, C. (2007). Evaluating collaborative learning processes using system-based measurement. *Educational Technology and Society*, 10(3), 257-274.

Collin, K. (2009). Work-related identity in individual and social learning at work. *Journal of Workplace Learning*, *21*(1), 23-35.

Collins, J. (2004). Education Techniques for Lifelong Learning. *Radio Graphics,* 24(5). Available at: http://uphs.upenn.ed/radiology/education/documents/Adult-learning-principles.pdf. (accessed on 26/06/2012).

Coppola,N., Hiltz, S. & Rotter, N. (2000). Becoming a virtual professor: pedagogical roles and asynchronous learning networks.Journal of Management Information Systems, 18(4), 169-189.

Corbetta, P. (2003). *Social Research: Theory, Methods and Techniques*, London: Sage.

Creswell, J.W. & Miller, D.L. (2000). Determining validity in qualitative inquiry, *Theory into practice,* 39(3), 124-130.

Creswell, J.W. (2005). *Educational research: Planning, conducting and evaluating quantitative and qualitative research.* Columbus, OH: Pearson.

Creswell, J.W. (2008). *Research design: Qualitative, quantitative and mixed methods approaches* (3rd ed.). Thousand Oaks, CA: Sage.

Dahlberg, K. (2006). The essence of essences/the search for meaning structures in phenomenological analysis of lifeworld phenomena. *International Journal of Qualitative Studies on Health and Well-being*, 1(1), 11-19.

Dapkus, M. A. (1985). A thematic analysis of the experience of time. *Journal of Personality and Social Psychology*, *49*(2), 408.

Darling-Hammond, L. (1994). Performance-based assessment and educational equity. *Harvard Educational Review,* 64(1), 5-31.

Darling-Hammond, L., & McLaughlin, M. W. (1995). Policies that support professional development in an era of reform. *Phi delta kappan*, *76*(8), 597-604.

Darling-Hammond, L., Wei, R. C., Andree, A., Richardson, N., & Orphanos, S. (2009). Professional learning in the learning profession. Washington, DC: National Staff Development Council.

David, M. & Sutton C.D. (2004). *Social Research: The Basics.* London: Sage.

Davies, A. (2011). Information and communication technologies at Unisa School of Management Sciences. Strategic planning workshop. Unisa: Pretoria.

De Castro, A. (2003). Introduction to Giorgi's Existential Phenomenological Research Method. *Psicologia desde el Caribe,* 11, 45 -56. Available at: http://www.redalyc.org/pdf/213/21301104.pdf (accessed on 10/9/2013).

De Vos, A.S. (2002). Combined qualitative and qualitative approach. In De Vos, A.S., Strydom, H., Fourche,C.B. and Delport, C. S. L (2002). Research at grassroots: for the social sciences and human service profession. Pretoria: Van Schaik.

Dearn, J., Fraser, K., & Ryan, Y. (2002). *Investigation into the provision of professional development for university teaching in Australia*: A discussion paper. A DEST commissioned project funded through HEIP program

Denzin, N.K. & Lincoln, Y.S. (2005). Qualitative research. 3rd ed. Thousand Oaks: Sage.

Department of Education (2003). Draft White Paper on E-education. Available at: http://www.info.gov.za/whitepapers/2003/e-education.pdf. (accessed on 18/02/ 2013).

Department of Education (2004). Conference report. Available at: http://www.education.gov.za/emis/emisweb/02stats/Education%20Stats%202002.pdf . (accessed on 25/08/2012).

Desimone, L. M. (2009). Improving impact studies of teachers' professional development: Toward better conceptualizations and measures. *Educational researcher*, *38*(3), 181-199.

DEST (2005). *$139 million boost for quality teaching in Australia.* Media release by Dr Brendan Nelson, Australian Government Minister for Education, Science and Training, Canberra: Department of Education, Science and Training. Available at: at: *http://www.dest.gov.au/Ministers/Media/Nelson/2005/04/n1078080405.asp* (accessed on 20/03/2011).

Dickhauser, O., Butler, R., & Tones, B. (2007). Das Zeigt doch nur, dass inch's nicht kann-Zielorientierung und gegenuber Hilf bei Lehramtisan wartern [That just shows that I can't do it: Goal orientation and attitudes concerning help among pre-service teachers]. *Zeitschrift fur Entwicklung spsycholgie und padagogische psychlogie,* 39 120 -126.

Dill, D.D. & Helm, K. P. (1998). Faculty Participation in Strategic Policy-making. In Smart, J.C. (Ed). Higher Education: Handbook of Theory and Research, Vol IV. New York: Agathon.

Dirksen, D.J. & Tharp, D.D. (1977). Utilizing the CBAM to assess the use of instructional technologies in the classroom. In B.Robin, J. Willis, & D. Willis (Eds.), *Technology and Teacher Education Annual,*(pp. 375 – 379). Charlottesville, VA: Association for the Advancement of Computing in Education.

Dooley, L.M. (2002). Case study research and theory building. *Advances in Developing Human Resources,* 4(3), 34-353.

Dori, Y. J., & Herscovitz, O. (2005). Case-based long-term professional development of science teachers. *International Journal of Science Education, 27*, 1413-1446.

Dori, Y. J., & Herscovitz, O. (2005). Case-based long-term professional development of science teachers. *International Journal of Science Education,27*(12), 1413-1446.

DuFour, R., & Eaker, R. (1998). *Professional learning communities at work: Best practices for enhancing student achievement.* Bloomington. National Educational Service, ASCD.

Edie, J.M. (1987). *Edmund Husserl's phenomenology: A critical commentary*. Bloomington: Indiana University Press.

Egan, T. M., & Akdere, M. (2005). Clarifying distance education roles and competencies: Exploring similarities and differences between professional and student-practitioner perspectives. *The American Journal of Distance Education*, *19*(2), 87-103.

Ely, D. P. (1990). Conditions that facilitate the implementation of educational technology innovations. *Journal of Research on Computing in Education, 23*(2), 298 - 312

Englander, M. (2012). The interview: Data collection in descriptive phenomenological human science research. *Journal of Phenomenological Psychology.* 43(2012), 13 -35.

Ensminger, D. C., & Surry, D. W. (2008). Relative ranking of conditions that facilitate innovation implementation in the USA. *Australasian Journal of Educational Technology*, *24*(5), 611-626.

Erasmus, B.J., Loedolff, P.V.Z., Mda, T. V. & Nel, P.S. (2012). Managing Training and Development. Cape Town: Oxford.

Evans, L. (2010). Developing the European researcher: 'extended' professionality within the Bologna Process. *Professional Development in Education,* 36 (4), 663-677.

Ewing, R.A. (2002). Framing a professional learning culture: An Australian case study. *Curriculum Perspectives, 22*(3), 23-31.

Ezzy, D. (2010). Qualitative interviewing as an embodied emotion performance. *Qualitative Inquiry*, 16(3), 163-170.

Ferman, T. (2002). Academic professional development practice: What lecturers find valuable. *The international journal for academic development*, *7*(2), 146-158.

Forinash, M. & Grocke, D. (2004). Phenomenological Inquiry. In Wheeler, B. L. (Ed.). Music Therapy Research. Pennsylvania: Barcelona Publishers.

Friel, T., Britten, J., Compton, B., Peak, A., Schoch, K., VanTyle, W.K. (2009). Using pedagogical dialogue as a vehicle to encourage faculty technology use. *Computers in Education*, 53, pp. 300–307

Fuchs, T. (2007). Psychotherapy of lived space: A phenomenological and ecological concept. *American Journal of Psychotherapy,* 61(4), 423-439.

Fullan, M. (2008). *What's Worth Fighting for in Headship?* McGraw-Hill International.

Fuller, F. (1969). Concerns of teachers: A developmental conceptualization. *American Educational Research Journal*, 6(2), 207-226.

Gadamer, H. G. (1960). *Truth and Method* (2nd ed.). New York: Continuum.

Gadamer, H. G. (1976). *Philosophical heremeneutics..* Berkeley: University of Califonia Press.

Gall, M.D., Gall, J.P. & Borg, W.R. (2007). *Educational research: An introduction* (8th ed.). Boston: Pearson.

Garet, M. S., Porter, A. C., Desimone, L., Birman, B., & Yoon, K. S. (2001). What makes professional development effective? Results from a national sample of teachers. *American Educational Research Journal, 38,* 915-945.

Gibbs, G. & Coffey, M. (2004). The impact of training of university teachers on their teaching skills, their approach to teaching and the approach to learning of their students. *Active Learning in Higher Education,* 5(1), 87–100.

Gikandi, J. W., Morrow, D., & Davis, N. E. (2011). Online formative assessment in higher education: A review of the literature. *Computers* & Education, 57(4), 2333-2351.

Gillies, J. & Le Czel, D.K (2006). From policy to practice: the teacher's role in policy implementation in Namibia. Washington, DC: EQUIP2.

Giorgi, A. (1975). An application of phenomenological method in psychology, In A. Giorgi, C.T. Fischer, and E.L. Murray (eds.) *Duquesne Studies in Phenomenological Psychology*, 2, (pp. 82-103). Pittsburgh, PA: Duquesne University Press.

Giorgi, A. (1985). Sketch of a psychological phenomenological method. In A. Giorgi Phenomenology *and Psychological Research* (pp. 8-22). Pittsburgh: Duquesne University Press.

Giorgi, A. (1986). A phenomenological analysis of descriptions of concepts of learning obtained from a phenomenological perspective. Available at: http://books.google.co.za/books/about/A_Phenomenological_Analysis_of_Descripti.html?id=GYXEtgAACAAJ&redir_esc=y (accessed on 10/7/2014).

Giorgi, A. (1989). One type of analysis of descriptive data: Procedures involved in following a scientific phenomenological methods, *Methods,* 4(3), 39-61.

Giorgi, A. (1997). The theory, practice and evaluation of the phenomenological method as a qualitative research procedure. *Journal of Phenomenological Psychology,* 28, 235-261.

Giorgi, A. (2009). The descriptive phenomenological method in psychology: A modified Husserlian approach. Pittsburgh, PA: Duquesne University Press.

Giorgi, A.P. & Giorgi, B.M. (2003). The descriptive phenomenological psychological method. In P. Comic, J.E. Rhodes and L. Yardley (Eds.). *Qualitative Research in Psychology* (pp.243-273). Washington DC: American Psychological Association.

Glaser, B.G. (1978). Theoretical Sensitivity-Sociology Press Mill Valley, CA: Sociology press.

Godfrey, J., Dennick, R. & Welsh, C. (2004). Training the trainers: Do teaching courses develop teaching skills? *Medical Education*, 38, 844847. Available at: http://www.ncbi.nlm.nih.gov/pubmed/15271044 (accessed on 13/7/2012).

Golafshani, N. (2003). Understanding Reliability and Validity in Qualitative Research. *The Qualitative Report,* (8)4, 597-607.

Goodyear, P., Salmon, G., Spector, J. M., Steeples, C., & Tickner, S. (2001). Competences for online teaching: A special report. *Educational Technology Research and Development*, *49*(1), 65-72.

Gooley, A., & Lockwood, F. (Eds.). (2012). *Innovation in open and distance learning: Successful development of online and web-based learning*. Routledge.

Graham, C. R., Woodfield, W., & Harrison, J. B. (2013). A framework for institutional adoption and implementation of blended learning in higher education. *The internet and higher education*, *18*, 4-14.

Gravett, S. (2001). *Adult learning: Designing and implementing learning events - a dialogic approach*. Pretoria: Van Schaik.

Gray, D.E. (2004). Doing Research in the Real World. London: Sage Publications.

Greenberg. G. (2010). From the ground up: conceptions of quality in course design for web supported education. Available at: http://etd.ohiolink.edu/view.cgi?acc_num=osu1269520873 (accessed on 02/06/2012).

Grobler, P.A., Warnich, S., Carrell, M.R., Elbert, N.F. & Hatfield, R.D. (2011). Human Resource Management in South Africa. Hampshire: Cengage Learning, Inc.

Groenewald, T. (2004). A phenomenological research design illustrated. *International Journal of Qualitative Methods,* 3(1), 1-26.

Guascha, T., Alvarez & Espasa, A. 2009. University competencies in a virtual teaching/learning environment: Analysis of a teacher training experience. *Teaching and Teacher Education,* 26, 199-226.

Gubrium,J.F. & Holstein, J.A. (2000). Analyzing interpretive practice. In N.K. Denzin & Y.S. Lincholn (Eds.), *Handbook of qualitative research* (pp.487-508). Thousand Oaks, CA: Sage.

Hall, G. & Hord, S. (1987). *Change in schools: Facilitating the process*. Albany, NY. State: University of New York.

Hall, G. E., & Hord, S. M. (2006). *Implementing change: Patterns, principles, and potholes.* Boston: Pearson/Allyn & Bacon.

Hall, G.E. (1976). The study of individual teacher and professor concerns about innovations. *Journal of Teacher Education,* 27(1), 22-23.

Hall, G.E., George, A. & Rutherford, W. (1979). *Measuring stages of concern about the innovation: A manual for the use of SoC questionnaire* (Report no. 3032). Austin: The University of Texas, Research and Development Center for Teacher Education.

Hall, G.E., Wallace, R.C., & Dossett, W.A. (1972). A developmental conceptualization of the adoption process within educational institutions. Austin, Texas: Research and Development centre for Education, The University of Texas.

Hall,G.E. & Loucks, S.F. (1978). Innovation configurations: Analyzing the adaptation of innovations. Paper presented at the annual meeting of American Educational Research Association, Toronto, Ontario, Canada.

Halloun, I. A. (2007). Mediated modeling in science education. *Science & Education*, 16(7-8), 653-697.

Hampel, R., & Stickler, U. (2005). New skills for new classrooms: Training tutors to teach languages online. *Computer Assisted Language Learning*, *18*(4), 311-326.

Harrison, R. (2004). Disaffection and Access. In Calder, J. (Ed.), Disaffection *and diversity: overcoming barriers for adult learners.* London: Falmer.

Harwell, S. H. (2003). Teacher Professional Development: It's Not an Event, It's a Process. Available at: http://www.learningdomain.com/Profess.Devt.Teacher.pdf (accessed on 4/6/2012).

HEFCE (2010).The higher education workforce framework 2010: Overview report.

Available at: http://www.hefce.ac.uk/pubs/hefce. (Accessed on 13/2/2015).

Heidegger, M. (1926/1967). *Being and Time,* Trans. By J. MacQuarrie and E. Robinson, New York, Harper

Hemmings, B. & Hill, D. (2009). The development of lecturer research expertise: Towards a unifying model. *Issues in Educational Research,* 19(1), 14-24.

Hemmings, B., Hill, D. & Sharp, J. G. (2013). Critical interactions shaping early academic career development in two higher education institutions. *Issues in Educational Research,* 23(1), 35-51.

Hemmington, N. (1999). Attitudes to CPD: establishing a culture of life-long learning at work. Continuing Professional Development, 2(4), 100-109.

Hemmington, N. (2009). Creating a culture of lifelong learning at work. Fifth annual Tourism Human Resource Conference, Curacao. Available at: http://www.onecaribbean.org/content/files/LIFELONGNIGELHEMMINGTON.pdfDate (accessed on 13/6/2012).

Henning, E., Van Rensburg, W. & Smit, B. (2004). Finding Your Way in Qualitative Research. Pretoria: Van Schaik.

HEQC. (2008). Institutional Audit Framework. Available at: http://www.unisa.ac.za/contents/projects/docs/HEQC%20FOUNDING%20DOC%202 001.pdf (accessed on 31/7/2014).

Herrington, J., Reeves, T. C., & Oliver, R. (2014). Authentic learning environments (pp. 401-412). Springer New York.

Hill, H. C. (2007). Learning in the teaching workforce. *The future of children,* 17(1), 111-127.

Ho, A., Watkins, D., & Kelly, M. (2001). The conceptual change approach to improving teaching and learning: An evaluation of a Hong Kong staff development programme. *Higher Education*, *42*(2), 143-169.

Hoidn, S., & Kärkkäinen, K. (2014). *Promoting Skills for Innovation in Higher Education: A Literature Review on the Effectiveness of Problem-based Learning and of Teaching Behaviours* (No. 100). OECD Publishing.

Holloway, I. (2005). *Qualitative research in health care.* McGraw-Hill International.

Hord,S.M., Rutherford, W., Huling-Austin, L. & Hall, G.E. (1987). Taking charge of change. Austin, TX: Southwest Educational Development laboratory.

Horsley, D. & Loucks-Horsley, S. (1998). CBAM Brings Order to the Tornado of Change. *Journal of Staff Development.* 19(4), 17-20.

Huang, E. Y., Lin, S. W., & Huang, T. K. (2012). What Type of Learning Style Leads to Online Participation in the Mixed-Mode E-Learning Environment? A Study of Software Usage Instruction. *Computers & Education*, *58*(1), 338-349.

Hunter, C. & Austin, L. (2004). Supporting lecturers in their move towards a new a learning environment. Available at: http://www.col.org/pcf3/papers/PDFs/Hunter_Austin.pdf (accessed on 13/7/2012).

Husserl, E. (1907/1964). The Idea of Phenomenology, trans. by W.P. Alston and G. Nakhnikian, The Hague: Martinus Nijhoff.

Husserl, E. (1917/1981) Pure Phenomenology, Its method and its field of investigation, In O. McCormick and F.A. Elliston, *Husserl: Shorter Works.* Available at: http://www3baylor.edu/~Scott_Moore/essays/Husserl.html (accessed on 27/7/2010).

Husserl, E. (1970). *The crisis of European Sciences and transcendental phenomenology.* Evanston IL: Northwestern University Press.

Husserl, E. (2001). *Analyses concerning passive and active synthesis: Lectures on transcendental logic* (Vol. 9). Springer. Available at :http://books.google.co.za/books?hl=en&lr=&id=qkoOGBLOXasC&oi=fnd&pg=PA1&dq=+Husserl,+E.+(2001).+Analyses+concerning+passive+and+active+synthesis:+Lectures+on+transcendental+logic+(Vol.+9).+&ots=a0mqF12y9e&sig=jdZw29AsgwOr-G71L6mOqOD8o9E#v=onepage&q&f=false (accessed on 26/11/2013).

Husserl, E. (2008). Ideas pertaining to pure phenomenology and to a phenomenological philosophy. NewYork: Springer.

Hycner, R. H. (1985). Some guidelines for the phenomenological analysis of interview data. *Human studies*, *8*(3), 279-303.

Imel, S., Kerka, S. & Wonacott, M. (2002). Qualitative research in adult, career, and career-technical education. Washington, DC: Department of Education.

Irani, T., & Telg, R. (2002). Gauging distance education students' level with technology training initiatives. *Journal of Applied Communications*, 86(2), 45-55.

Isabirye, A.K. & Dlodlo, N. (2014). Perceived Inhibitors of Innovative E-Learning Teaching Practice at a South African University of Technology. *Mediterranean Journal of Social Sciences,* 5(4), 390-398.

Isabirye, A.K. & Moloi, K.C. (2013). Professional Development and its Implications for Innovative Teaching and Learning in one South African Higher Education Institution. *Mediterranean Journal of Social Sciences,* 4(14), 101-108.

Jenkins, H. (2007). Confronting the Challenges of Participatory Culture: Media Education for the 21st Century. Available at: https://mitpress.mit.edu/books/full_pdfs/Confronting_the_Challenges.pdf (accessed on 10/1/2011).

Jibaja-Rusth, M., Dresden, J. H., Crow, L. W., & Thompson, B. (1991). Measurement characteristics of the Stages of Concerns Questionnaire (SoCQ) during baseline phases. Paper presented at the Annual Meeting of the Southwest Educational Research Association, San Antonio, TX.

Jung, I (2005). Innovative and good practices of open and distance learning in Asia and the pacific, a study conducted by UNESCO, Bankok. Available at: http://unesdoc.unesco.org/images/0015/001529/152961e.pdf (accessed on 2/5/2011).

Kagan, D. M. (1992). Implication of research on teacher belief. *Educational psychologist*, *27*(1), 65-90.

Katz, I.R. & Macklin, A.S. (2007). Information and communication technology (ICT) literacy: integration and assessment in higher education. *Systemics, Cybernetics and Informatics*, 5(4), 50-55.

Kearsley, G. & Blomeyer, R. (2004). Preparing K-12 teachers to teach online. Educational Technology Magazine,Jan/Febuary. Available at: http://home.sprynet.com/~gkearsley/TeachingOnline.htm (accessed on 16/7/2011).

Kember, D. & Mezger, R. (1990). The instructional designer as a staff developer: A course team approach consistent with concerns-based adoption model. *Distance Education,* 11(1), 50-70.

Khalid, F., Nawawi, M., & Roslan, S. (2009). Integration of ICT in Malaysian secondary schools: What conditions will facilitate its use? *The International Journal of Learning*, *15*(12), 85-94.

Kilfoil, W. (2004). The team approach to learning development. *Progressio,* 26(1), 1-7.

Kim, M. K., Kim, S. M., Khera, O., & Getman, J. (2014). The experience of three flipped classrooms in an urban university: an exploration of design principles. *The Internet and Higher Education*, *22*, 37-50.

Kirkpatrick, D, L, (1994), Evaluating *training programs: The four levels.* San Francisco: Berrett-Koehier.

Kirkpatrick, D. (2001). Staff development for flexible learning. *The International Journal for Academic Development.* 6(9), 168 – 176.

Kirkpatrick, J. (2013). The new world Kirkpatrick four levels. A presentation delivered at the Analytic symposium, March. Available at: http://knowledgeadvisors.com/wp-content/uploads/2013/02/Mar8_The_New_World_Kirkpatrick_Model_Raphael_Kirkpatrick.pdf (accessed on 1/2/2014)

Kirkpatrick,D.L. & Kirkpatrick,J.D. (2006). *Evaluating training programs: The four levels.* San Francisco: Berrett-Koehler

Kiteley, R. J., & Ormrod, G. (2009). Towards a team-based, collaborative approach to embedding e-learning within undergraduate nursing programmes. *Nurse education today*, *29*(6), 623-629.

Kiteley, R. J., & Ormrod, G. (2009). Towards a team-based, collaborative approach to embedding e-learning within undergraduate nursing programmes. *Nurse education today*, *29*(6), 623-629.

Klein, J. D., Spector, J. M., Grabowski, B., & de la Teja, I. (2004). Instructor Competencies: Standards for Face-to-Face, Online & Blended Settings (3rd ed). Greenwich, CT: Information Age Publishing.

Klingner, J. K. (2004). The science of professional development. *Journal of learning disabilities*, *37*(3), 248-255.

Knoke, G. (2012). Orientation. In Meyer M., (Ed.). Managing Human Resource Development: A strategic learning approach (pp. 315-353), Durban: LexisNexis.

Knowles, M. S., Holton III, E. F., & Swanson, R. A. (2005). The adult leaner. *The Definitive Classic in Adult education and Human Resource Development* (6th ed.), Burlington, MA: Elsevier.

Koch, T. (1995). Interpretive approaches in nursing research: The influence of Husserl and Heidegger. *Journal of advanced nursing, 21*(5), 827-836.

Kogan, J. R., Conforti, L. N., Bernabeo, E. C., Durning, S. J., Hauer, K. E., & Holmboe, E. S. (2012). Faculty staff perceptions of feedback to residents after direct observation of clinical skills. *Medical education,* 46(2), 201-215.

Kogan, M. (1999). The Academic profession and its Interface with management. In Henkel, M. & Little B. (Eds). *Changing Relationship between Higher Education and the State.* London: Jessica Kingsley.

Koul, L. (2000). Distance Education and Open Learning. In *Sixth Survey of Educational Research, 1993-2000.* New Delhi: NCERT.

Krueger, R.A. & Casey, M.A. (2009). *Focus groups: A practical guide for applied research* (4th Ed.). Thousand Oaks, CA: Sage.

Kukulska-Hulme, A. (2012). How should the higher education workforce adapt to advancements in technology for teaching and learning? *The Internet and Higher Education, 15*(4), 247-254.

Kumar, R. (2005). *Research methodology: A step-by-step guide for beginners.* London: Sage.

Labaree, R. V. (2002). The risk of 'going observationalist': negotiating the hidden dilemmas of being an insider participant observer. *Qualitative Research, 2*(1), 97-122.

Laurillard, D. (2008). Technology enhanced learning as a tool for pedagogical innovation. *Journal of Philosophy of Education, 42*(3-4), 521-533.

Laurillard, D. (2013). *Rethinking university teaching: A conversational framework for the effective use of learning technologies.* Routledge.

Laverty, S. M. (2008). Hermeneutic phenomenology and phenomenology: A comparison of historical and methodological considerations. *International journal of qualitative methods, 2*(3), 21-35.

Lee, J. C. K., Zhang, Z., & Yin, H. (2011). A multilevel analysis of the impact of a professional learning community, faculty trust in colleagues and collective efficacy on teacher commitment to students. *Teaching and Teacher Education,27*(5), 820-830.

Leedy, P.D. & Ormrod, J.E. (2001). Practical Research: Planning and Design. (7th ed.). New Jersey: Prentice Hall.

Leggett, W. P., & Persichitte, K. A. (1998). Blood, sweat, and TEARS: 50 years of technology implementation obstacles. *TechTrends, 43*(3), 33-36.

 Leibowitz, B., Bozalek, V., van Schalkwyk, S., & Winberg, C. (2015). Institutional context matters: the professional development of academics as teachers in South African higher education. *Higher Education, 69*(2), 315-330.

Leitch, S. (2006). Review of Skills: Prosperity for All in the Global Economy – World Class Skills, HM Treasury, London. Available at: www.hm-treasury.gov.uk/media/6/4/leitch_finalreport051206.pdf (accessed on 10/12/2011).

Lemon, M. & Kelly, O. (2009). Laying second life foundations: second chance learners get first life skills. Available at: http://www.ascilite.org.au/conferences/auckland09/procs/lemon.pdf (accessed on 2/06/2012).

Leu, E. & Ginsburg, M. (2011). First Principles: Designing effective Education Program for In-service Lecturer Professional Development. Washington, DC: USAID.

Levander, L. & Repo-Kaarento, S. (2004). Changing teaching and learning culture in higher education: Towards systemic educational development. Conference proceedings, International Consortium for Educational Development Conference, University of Ottawa, Canada.

Levinson-Rose, Judith, and Robert J. Menges (1981). "Improving college teaching: A critical review of research." *Review of Educational Research,* 51(3), 403-434.

Li, Y. & Li, L. (2003). Construct Learning Support System For Distance Education in China. Paper presented at the 10th Cambridge International Conference on Open and Distance Learning, 23 -26 September, Madingley Hall. Cambridge, Uk.

Liebenberg, J.J.(2004). Performance evaluation. In MA Pieters (ed). Textbook for human resource practitioners. Cape Town, SA: Kagiso Education.

Little, J. W. (2012). Professional community and professional development in the learning-centered school. Teacher learning that matters: International perspectives, 22-43.

Littlejohn, A. H. & Sclater, N. 1998. Overcoming conceptual barriers to the use of internet technology in University education, Proceedings of WebNet Conference, Association for the Advancement of Computing in Education, Orlando, FL USA, 586-591

Littlejohn, A., & Pegler, C. (Eds.). (2014). *Reusing Online Resources: Learning in Open Networks for Work, Life and Education.* Routledge.

Lockwood, F. & Latchem, C. (2004). Staff Development Needs and Provision in Commonwealth Countries: Findings from a Commonwealth of Learning Training Impact Study. *Distance Education 25*(2), 159 – 173.

Lockwood, F. & Latchem, C. (2004). Staff Development Needs and Provision in Commonwealth Countries: Findings from a Commonwealth of Learning Training Impact Study. *Distance Education 25*(2), 159 – 173.

Lockwood, G. (1996). Continuity and Transition in University management: The role of the professional Administrative Service. *Higher Education Management*, 8(2), 41-52.

Lorenzo, G. & Dziuban, C. (2006). Ensuring the Net Generation is Net Savvy, *EDUCAUSE*. Available at: www.educause.edu/ at ir/library/pdf/ELI3006.pdf. (accessed on 10/07/2011).

Loucks, S. & Crandall, D. (1982). The practice profile: An all-purpose tool for program communication, staff development, evaluation and improvement. Andover, Massachusetts: NETWORK, Inc.

Loucks-Horsley, S. (1996). *A critical and professional development for science education: A critical and immediate challenge. In B Rodger (td.) National standards and the science curriculum.* Hunt Publishing: Iowa.

Loughran, J.J., Berry, A., Mulhall, P. & Woolnough, J. (2006). Understanding and valuing the development of pedagogical knowledge in science education. In Eilks, I. & Ralle, B. (Eds.). *Towards Research Based Science Teacher Education*, (pp. 65-76). Aachen: Shaker.

Loughran, J., Mulhall, P. & Berry, A (2004). In search of pedagogical content knowledge for science: Developing ways of articulating and documenting professional practice. *Journal of Research in Science Teaching,* 41(4), 370-391.

Louw, W. & Sonnekus, I.P. (2002). Seeking common ground in the learning development process. *Progressio,* 27(1&2), 14-23.

Louw, W. (2003). My love affair with alternative assessment: Integrating quality assessment into OBE courses for distance education. *Progressio,* 25(2), 21-28.

Major, C. H., & Dolly, J. P. (2003). The importance of graduate program experiences to faculty self-efficacy for academic tasks. *The Journal of Faculty Development*, *19*(2), 89-100.

Makoe, M.E. (2012) Teaching digital natives: Identifying competencies for mobile learning facilitators, *South African Journal for Higher Education* (SAJHE), 26(1), 85-94.

Mankin, D. (2009). Human Resource Development. Oxford: Oxford University Press.

Maritz, J. & Visagie, R (2010). *Methodological Rigour and Ethics of Accountability within a Qualitative framework.* Paper presented to academic staff at Unisa. Pretoria.

Markus, H. & Ruvulo, A. (1990). Possible selves: Personalised representations of goals. In L. Perviv (Ed.) Goal concepts psychology (pp.211-241). Hillsdale, N.J Lawrence Erlbaum Associates.

Martens, R; Bastiaens, T. & Kirschner, P.A (2007). New Learning Design in Distance Education: The impact on student perception and motivation. *Distance Education,* 28(1), 81-93.

Marzano, R. J., Pickering, D., & McTighe, J. (1993). *Assessing Student Outcomes: Performance Assessment Using the Dimensions of Learning Model.* Association for Supervision and Curriculum Development, 1250 N. Pitt St., Alexandria, VA 22314.

Mathur, S.R., Clark, H.G. & Schoenfeld, N.A. 2009. Professional Development: A capacity – Building Model for Juvenile Correctional Education Systems. *The Journal of Correctional Education,* 60(2), 164 – 186.

Matzat, U. (2013). Do blended virtual learning communities enhance teachers' professional development more than purely virtual ones? A large scale empirical comparison. *Computers & Education*, *60*(1), 40-51.

Maxwell, L. (1995). Integrating Open Learning and Distance Education, *Educational Technology*, November-December, 43-48.

Maypole, J., & Davies, T. G. (2001). Students' Perceptions of Constructivist Learning in a Community College American History 11 Survey Course.*Community College Review*, *29*(2), 54-79.

Mccarthy, B. (1982). Improving Staff Development through CBAM and 4Mat. *Educational Leadership*, *40*(1), 20-25.

McCathy, B. (1982). Improving staff development through CBAM and 4Mat. *Educational* Leadership, 40(1), 20-25.

McGee, P., & Wickershame, L. (2005). Seeking deeper learning within an online course. In *World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education* (Vol. 2005, No. 1, pp. 2205-2212).

McInnis, C. (2000). The work roles of academics in Australian Universities. Available at www.cshe.unimelb.ed.au (accessed on 18/06/2012).

McLaughlin, M. (2014). "Implementation as Mutual Adaptation: Change in Classroom Organization. *Social Program Implementation, ed. W. Williams and R. Elmore (New York: Academic Press, 1976)*, 167-180.

McLoughlin, C., & Lee, M. J. (2007, December). Social software and participatory learning: Pedagogical choices with technology affordances in the Web 2.0 era. In *ICT: Providing choices for learners and learning. Proceedings ascilite Singapore 2007* (pp. 664-675).

McLoughlin, C., & Oliver, R. (2000). Designing learning environments for cultural inclusivity: A case study of indigenous online learning at tertiary level.*Australian Journal of Educational Technology*, *16*(1), 58-72.

Mcpherson, K. & Leydon, G. (2002). Quantitative and qualitative methods in the UK health research: then, now and …? *European Journal of Cancer Care*. 11(3), 225-231.

Merleau-Ponty, M. (1962). *Phenomenology of Perception*. London: Routledge & Kegan Paul.

Mertens, M. (2005). *Research and Evaluation in Education and Psychology* (2nd ed.). Thousand Oaks, CA: Sage.

Meyer, K. A. (2014). Quality in Distance Education: Focus on On-Line Learning. ASHE-ERIC Higher Education Report. Jossey-Bass Higher and Adult Education Series.

Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for lecturer knowledge. *Lecturers College Record, 108* (6), 1017–1054.

Mohakud, L. L., Mohapatra, R. L., & Behera, S. K. (2012). Encouraging Higher Education through Open and Distance Learning (ODL): Some Aspects. *Turkish Online Journal of Distance Education, 13*(4), 359-368.

Moore, M.G. (1993). Theory of transactional distance. In Keegan (ed), *Theoeretical Principles of Distance Education.* (Pg. 22-38). London: Routledge.

Morse, J. M. (2004). Constructing qualitatively derived theory: concept construction and concept typologies. *Qualitative Health Research, 14*(10), 1387-1395.

Morse, J.M., Barrett, M. & Mayan, M. (2002). *Verification strategies for establishing reliability and validity in qualitative research-ejournals.* library-ualberta.ca .Available at: http://www.ualberta.ca/~iiqm/backissues/1_2Final/pdf/morseetal.pdf (accessed on 7/10/2011).

Mosoge, M. J., & Pilane, M. W. (2014). Performance management: the neglected imperative of accountability systems in education. *South African Journal of Education, 34*(1), 1-18.

Naidoo, G. (2012). Improving ICT for ODL in the Unisa Department of Public Administration. *Mediterranean Journal of Social Sciences,* 3(12), 127-149.

Naidu, S. (2007). Evaluating Distance Education. In Patricia L. Rogers (Ed.), *Encyclopedia of Distance and Online Learning (*2nd ed), Hershey PA: Idea Group, Inc.

National Staff Development Council [NCDC] (2010). "*NSDC's definition of professional development.*" Available at: http://nsdc.org/standfor/definition.cfm. Date accessed: 25/08/2010

Neo, M. & Neo, K.T.K. (2001). Innovative teaching: Using multimedia in a problem-based learning environment. *Educational Technology & Society,* 4(4), 1- 18.

New Media Consortium (2005). A Global Imperative: The Report of the 21st Century Literacy Summit, New Media Consortium, Austin, TX, available at: www.nmc.org/pdf/Global_Imperative.pdf. (accessed on 20/03/2011).

New Media Consortium (2007). The Horizon Report: 2007 Edition, New Media Consortium, Austin, TX, Available at: www.nmc.org/pdf/2007_Horizon_Report.pdf. (accessed on 5/08/2011).

Newmann, F. M., Bryk, A. S., & Nagaoka, J. K. (2001). Authentic intellectual work and standardized tests: Conflict or coexistence? Chicago, IL: Consortium on Chicago School Research.

Nicholls, G. (2014). *Professional development in higher education: New dimensions and directions.* Routledge.

Nichols, M. (2008). Institutional perspectives: The challenges of e-learning diffusion. *British journal of educational technology, 39*(4), 598-609.

Niess, M. L. (2005). Preparing teachers to teach science and mathematics with technology: Developing a technology pedagogical content knowledge. *Teaching and Teacher Education*, *21*(5), 509-523.

Nyoni, J. (2013). E-readiness of ODL multicultural lecturers: implications for effective mediation. South African Journal of Higher Education, 27(5), 1277-1289.

Oblinger, D.G. & Oblinger, J.L. (Eds) (2005). Educating the Net Generation, *EDUCAUSE,* Washington, DC. Available at: http://www.educause.edu/research-and-publications/books/educating-net-generation   (accessed on 13/7/2012).

Oliver, K. L., Oesterreich, H. A., Aranda, R., Archeleta, J., Blazer, C., de la Cruz, K., & Robinson, R. (2015). 'The sweetness of struggle': innovation in physical education teacher education through student-centered inquiry as curriculum in a physical education methods course. *Physical Education and Sport Pedagogy*, *20*(1), 97-115

Olson, K. & Spiers, J. (2002). Verification strategies for establishing reliability and validity in qualitative research. *International Journal of qualitative methods,* 1(2), 1-19.

Omery, A. (1983). Phenomenology: A method for nursing research. *Advances in nursing science*, *5*(2), 49-64.

Organization for Economic Cooperation and Development (OECD) (2009). *Creating effective teaching and learning environments: First results from TALIS*, Paris: OECD.

Ottenbreit-Leftwich, A. T., Glazewski, K. D., Newby, T. J., & Ertmer, P. A. (2010). Teacher value beliefs associated with using technology: Addressing professional and student needs. *Computers & Education*, *55*(3), 1321-1335.

Pajares, M. F. (1992). Teachers' beliefs and educational research: Cleaning up a messy construct. *Review of Educational Research*, *62*(3), 307-332.

Patton, M.Q. (2002). *Qualitative Research and Evaluation Methods*. London: Sage.

Peters, O. (1994). Distance education and industrial production: A comparative interpretation in outline (1973). *Otto Peters on distance education: The industrialization of teaching and learning*, 107-127. Available at: http://www.c3l.uni-oldenburg.de/cde/found/peters67.htm   (accessed on 2/02/2013).

Polkinghorne, D.E. (1989). Phenomenological Research Methods, In Valle, R.S. and Halling, S, *Existential-Phenomenological Perspectives in Psychology*, (pp.41-60). London: Plenum Press.

Pollio, H.R., Henley, T., & Thompson, C.B. (1997).The phenomenology of everyday life. New York: Cambridge.

Postareff, L., Lindblom-Ylänne, S. & Nevgi, A. (2007). The effect of pedagogical training on teaching in higher education. *Teaching and Teacher Education*, 23(5), 557–571.

Pratt, D.D. (2002). Good teaching: One size fits all? In Ross – Gordon, J.M (Ed.), Contemporary view points on teaching adults effectively (pp.5 -15). San Francisco: Jossey –bass.

Ramalibana, K.M. (2005). An investigation into the effectiveness of the staff development policies and programmes of the Unisa library. Masters dissertation. Pretoria, Unisa.

Ratner, C. (2002). Subjectivity and objectivity in qualitative methodology. *Qualitative Social Research* 3(3). Available at: http://www.qualitative-research.net/index.php/fqs/article/view/829/1800 (accessed on6/7/2012)

Robert Wood Johnson Foundation. (2008). *Qualitative research guidelines project.* Available at: http://www.qualres.org/HomeStru-3628.html (accessed on 60/9/2012).

Rodgers, T. S. (2014). *Approaches and methods in language teaching*. Cambridge University Press.

Rolando, L. G. R., Salvador, D. F., Souza, A. H. S., & Luz, M. R. (2014). Learning with their peers: Using a virtual learning community to improve an in-service Biology teacher education program in Brazil. *Teaching and Teacher Education*, 44, 44-55.

Ronteltap, F., & Eurelings, A. (2002). Activity and interaction of students in an electronic learning environment for problem-based learning. *Distance Education*, *23*(1), 11-22.

Rosie, A. (2002). Online pedagogies and the promotion of "deep learning". *Information Services & Use*, 20(2/3), 109-116.

Ryan, Y., Fraser, K., & Dearn, J. (2004). Towards a profession of tertiary teaching: Academic attitudes in Australia. *Education Development and Leadership in Higher Education: Implementing an Institutional Strategy*, 182.

Sadala, M.L.A. & Adorno, R.C.F. (2002) Phenomenology as a method to investigate the experience lived: A perspective from Husserl and Merleau Ponty's thought. *Journal of Advanced Nursing*, 37, 282-293.

Saeed, N., Yang,Y. & Sinnappon, S. (2009). Emerging web technologies in higher education: A case of incorporating blogs, podcasts and social bookmarks in a web programming course based on students' learning styles and technology preferences. *Educational Technology & Society,* 12(4), 98-109.

Salas, E., & Cannon-Bowers, J. A. (2001). The science of training: A decade of progress. *Annual review of psychology*, *52*(1), 471-499.

Salmon, G. (2000). Computer mediated conferencing for management learning at the Open University. *Management Learning*, 31(4), 491-502.

Salmon, G. (2005). Flying not flapping: a strategic framework for e-learning and pedagogical innovation in higher education institutions. *Research in Learning Technology,* 13(3): 201-218.

Schacht, R. (1972). A commentary on the preface to Hegel's 'Phenomenology of Spirit'. *Philosophical Studies*, *23*(1), 1-31.

Schlager, M. S., & Fusco, J. (2003). Teacher professional development, technology, and communities of practice: Are we putting the cart before the horse? *The Information Society, 19*(3), 203-220.

Schlegel, D. (2014). Virtual Media: A Participant Observation Study of Art Education in Second Life (Doctoral dissertation, ARIZONA STATE UNIVERSITY).

Schneckenberg, D. (2009). Understanding the real barriers to technology-enhanced innovation in higher education. *Educational Research, 51*(4), 411-424.

Scott, D.E & Scott, S. (2009). Future Trends in Academic Professional Development. Available at: http://www.ucalgary.ca/provost/files/provost/Scott&ScottProfessionalLearningComm unitiesinHigherEducation.pdf Date accessed : 11/07/2012

Scott, S., Issa, T. & Issa, T. (2008). Closing the loop. The relationship between instructor-reflective practice and students' satisfaction and quality outcomes. *International Journal of Learning,* 15(3), 109-120.

Seamon, D. (2013). Lived bodies, place and phenomenology: Implications for Human Rights and Environmental justice. *Journal of Human Rights and Environmental Justice,* 4(2), 146–166.

Seidman, I. (1998). *Interviewing as qualitative research.* New York: Teacher's college Press.

Sessoms, D. (2008). Interactive instruction. Creating interactive learning environments through tomorrow's teachers. *International Journal of Technology and Learning,* 4(2), 86-96.

Sharma, M. (2007). *Distance Education: Concepts and Principles.* New Delhi: Kaniska Publishers.

Shea, P. (2007). Bridges and barriers to teaching online college courses: A study of experienced online faculty in thirty-six colleges. *Journal of Asynchronous Learning Networks, 11*(2), 73-128.

Shenton, A. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for information,* 22(2), 63-75.

Sherron, G. T., & Boettcher, J. V. (1997). Distance learning: The shift to interactivity (Vol. 17). Boulder, CO: CAUSE. Available at: https://net.educause.edu/ir/library/pdf/pub3017.pdf (accessed on 20/08/2013).

Shih, K.P., Chen, H.C., Chang, C.Y. & Kao, T.C. (2010). The development and implementation of scaffolding-based self-regulated learning system for e/m-learning. *Education Technology & Society,* 13(1), 80-93.

Silverman. (2006). Interpreting qualitative data: Methods for analyzing Talk, Text, and Interaction (3rd ed.). Thousand Oaks, CA: Sage.

Sims, R., Dobbs, G., & Hand, T. (2002). Enhancing quality in online learning: Scaffolding planning and design through proactive evaluation. *Distance Education*, *23*(2), 135-148.

Society for Research into Higher Education (2003). *Towards strategic staff development in higher education*. McGraw-Hill International.

Spector, J. M. & La Teja (2001). Competencies for Online Teaching. *Eric Digest*. Dec. Available at:. http://ericit.org/digests/EDO-IR-2001-09.shtml (accessed on 12/10/2012).

Speziale, H. S., Streubert, H. J., & Carpenter, D. R. (2011). *Qualitative research in nursing: Advancing the humanistic imperative*. Lippincott Williams & Wilkins.

Steinert, Y., Mann, K., Centeno, A., Dolmans, D., Spencer, J., Gelula, M., et al. (2006). A systematic review of faculty development initiatives designed to improve teaching effectiveness in medical education: BEME Guide No. 8. *Medical Teacher,* 28(6), 497–526.

Stes, A., Coertjens, L., & Van Petegem, P. (2010). Instructional development for teachers in higher education: impact on teaching approach. *Higher education*, *60*(2), 187-204.

Stuart, L. H., Mills, A. M., & Remus, U. (2009). School leaders, ICT competence and championing innovations. *Computers & Education*, *53*(3), 733-741.

Supovitz, J. & Turner, H. M. (2000). The effects of professional development on science teaching practices and classroom culture. *Journal of Research in Science Teaching, 37*, 963-980

Swanepoel, B., Erasmus, B., Van Wyk, M. & Schenk, H. (2003). Training and Developing Employees: Organisational Perspective. In Swanepoel, B (Ed). Human Resource Management. Theory and Practice. Cape Town: Juta.

Tam, A. C. F. (2015). The role of a professional learning community in teacher change: a perspective from beliefs and practices. Teachers and Teaching, 21(1), 22-43.

Tang, K. C., Nutbeam, D., Kong, L., Wang, R., & Yan, J. (2005). Building capacity for health promotion—a case study from China. *Health Promotion International*, *20*(3), 285-295.

Taylor, A. & McQuiggan, (2008). Faculty Development Programming: If We Build It, Will They Come? *EDUCAUSE Quartely,* 31(3). Available at: http://www.educause.edu/ero/article/faculty-development-programming-if-we-build-it-will-they-come (accessed on 13/07/2012).

Taylor, J. C. (2001). Fifth generation distance education. Available at: http://www.ascilite.org.au/ajet/e-jist/docs/vol4no1/Taylor.pdf (accessed on 10/8/2013).

Taylor-Powell, E. (2003). Analyzing qualitative Data. Programme development and evaluation. Available at: http://learningstore.uwex.edu/assets/pdfs/g3658-12.pdf (accessed on 3/9/2012).

Telg, R.W., Lundy, L., Irani, T., Bielema, C., Dooley, K., Anderson, E. & Raulerson, R. (2005). Distance Education Training for Distance Education Trainers. The roadmap to effective distance education instructional design Project. *The Quarterly Review of Distance Education,* 6 (4), 331-342.

Thompson, M. & Goe, L. (2009). *Models of effective and scalable teacher professional development* (Research report RR-09-07). Princeton, NJ: Educational Testing Service.

Tobin, G.A. & Begley, C.M. (2004). Methodological rigour within a qualitative framework. *Journal of Advanced Nursing,* 48(4), 388-396.

Tobin, M. (2009). The principle of caveat emptor: confidentiality and informed consent as endemic ethical dilemmas in focus group research. *Bioethics Inquiry,* 6, 99 – 108.

Todes, D. P. (2002). *Pavlov's physiology factory: Experiment, interpretation, laboratory enterprise.* Available at: http://books.google.co.za/books?hl=en&lr=&id=4FpobBC2V1oC&oi=fnd&pg=PR9&dq=Todes,+D.+P.+(2002).+Pavlov%27s+physiology+factory:+Experiment,+interpretation,+laboratory+enterprise.+JHU+Press.&ots=0wPxzLdi8f&sig=dS7VBb7C-S3N7_6Ukxc_mTJ6GAU#v=onepage&q&f=false (accessed on 8/8/2014).

Trochim, M.K. & Donnelly, J. P. (2008). *The research methods knowledge base* (3rd ed.). Mason, OH: Cengage Learning.

Tubarks (2011). How do we assess adult learners without necessarily testing them? Available at: http://tubarks.wordpress.com/2011/02/25/how-do-we-assess-adult-learners-without-necessarily-testing-them/Date (accessed on 11/07/2012).

Tynan, B., Lee, M.J.W. & Barnes, C. (2008).Polar bears, black gold and light bulbs: creating stable futures for tertiary education through instructor training and support in the use of ICTs. Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications, pp. 357-64.

Tyner, K. (2014). *Literacy in a digital world: Teaching and learning in the age of information.* Routledge.

UNESCO (2002). Open and Distance Learning: Trends, Policy and Strategy considerations. Paris: UNESCO.

Unisa (2003). Memorandum of Agreement between Technikon Southern Africa and the University of South Africa and Vista University. Available at: http://www.unisa.ac.za/contents/faculties/service_dept/ccm/docs/memorandum_agreement.pdf   (accessed on 2/8/2014).

Unisa (2004). Five Years transformation 2004 – 2008. Unisa: Pretoria.

Unisa (2005). Tuition policy. Unisa: Pretoria.

Unisa (2009). Higher education data analyser. Available at: http://heda.unisa.ac.za/heda/fsMain.htm. (accessed on 13/01/ 2010).

Unisa (2010).Open distance learning policy. Unisa: Pretoria

Unisa (2011). Annual Report. A vailable at:
http://www.unisa.ac.za/happening/docs/AnnualReport_2011.pdf (accessed on
1/1/2013).

Unisa (2012).   Advancing excellence through our colleges. Available at:
http://www.unisa.ac.za/Default.asp?Cmd=ViewContent&ContentID=95053.   Date
accessed: 22/9/2014.

University of Califonia (2013). Documenting and improving your teaching. Available
at:http://newfacultysupport.csulb.wikispaces.net/Documenting+and+Improving+Your
+Teaching (accessed on 27/9/2013)

University of St. Andrews (2013). Early career academics' mentoring. Available at:
https://www.st-
andrews.ac.uk/staff/teaching/teacherstalk/mentoring/researchstaffmentoring/
(accessed on 20/4/2013).

Vacirca, E. M. (2010). *Primary teachers and the Information and Communications
Technology domain: figuring worlds, identities, knowledge and practices* (Doctoral
dissertation, The University of Melbourne).

Valtonen, K., & Artimaa, O. (2000). A framework for training teachers and trainers to
use educational multimedia. *International Journal of Continuing Engineering
Education and Life Long Learning*, *10*(1), 82-96.

Van den Bergh,L., Ros,A., &Beijaard,D. (2014). Improving teacher feedback during
active learning: effects of a professional development program. *American Educational
Research journal,* 51(4), 772-809

Van Kaam, A. (1966). *Existential foundation of psychology.* Pittsburgh: Duquesne
university press.

Van Manen, M. (1990). Researching lived experience: Human Science for an Action
Sensitive Pedagogy*,* Albany, N.Y: State University of New York Press.

 Van Veen, K., Zwart, R., & Meirink, J. (2012). What makes teacher professional
development effective? A literature review. In M. Kooy, & K. van Veen (Eds.), Teacher
learning that matters: International perspectives (pp. 3 - 21). New York: Routledge.

van Velzen, C., Volman, M., Brekelmans, M., & White, S. (2012). Guided work-based

learning: Sharing practical teaching knowledge with student teachers.*Teaching and

Teacher Education*, *28*(2), 229-239.

Weng, C. H., & Tang, Y. (2014). The relationship between technology leadership
strategies and effectiveness of school administration: An empirical study. *Computers
& Education*, *76*, 91-107.

Wenger, E. 1998. *Communities of Practice: Learning, Meaning and Identity*. New York:
Cambridge University Press.

Wenger, E., McDermott, R., & Snyder, W. M. (2002). Seven principles for cultivating communities of practice. *Cultivating Communities of Practice: a guide to managing knowledge, 4.* Available at: http://staging.clearwater.asn.au/user-data/resource-files/7Principles_Community-of-Practice.pdf (accessed on 2/06/2013).

Wertz, F. J. (1983). From every day to psychological description: Analyzing the moments of a qualitative data analysis. *Journal of phenomenological psychology.*

Wertz, F.J. (1985). Methods and findings in a phenomenological psychological study of a complex life-event: Being criminally victimised (pp.157-216). In A. Giorgi (ed.), *Phenomenology and Psychological Research.* Pittsburgh, PA: Duquesne University Press.

Wessels, R. (2011). Students' perspectives on case study teaching in public administration at Unisa. A pilot study. *Admnistratio Publica*, 19(2), 76-79.

Wessels, R. G. (2012). The reception of satellite broadcast in Public Administration Teaching at the University of South Africa. Unpublished paper. Unisa. Pretoria.

Weurlander, M. & Stenfors-Hayes, T. (2008). Developing medical teachers' thinking and practice: impact of a staff development course. *Higher Education Research & Development,* 27 (2), 143-153.

Wheeler, S. (2004). Five Smooth Stones: Fighting for the Survival of Higher Education. *Distance Learning 1*(3), 11-17.

Wheeler, S., Waite, S. J., & Bromfield, C. (2002). Promoting creative thinking through the use of ICT. *Journal of Computer Assisted Learning*, *18*(3), 367-378.

Wheeler,S. (2004). Five Smooth Stones: Fighting for the Survival of Higher Education. *Distance Learning,* 1(3), 1-11.

Whiting, L. S. (2000). Analysis of phenomenological data: personal reflections on Giorgi's method. *Nurse researcher*, *9*(2), 60-74.

Wilkerson, L., & Irby, D. M. (1998). Strategies for improving teaching practices: a comprehensive approach to faculty development. *Academic Medicine*, *73*(4), 387-96.

Williams, P.E. (2003) Roles and Competencies for Distance Education Programs in Higher Education Institutions. *The American Journal of Distance Education.* 17(1), 45-57.

Wilson, G., & Stacey, E. (2004). Online interaction impacts on learning: Teaching the teachers to teach online. *Australian Journal of Educational Technology*, *20*(1), 33-48.

Wilson, H. S., & Hutchinson, S. A. (1991). Triangulation of qualitative methods: Heideggerian hermeneutics and grounded theory. *Qualitative Health Research*, *1*(2), 263-276.

Windham, C. (2005). The student's perspective. In Oblinger, D.G. and Oblinger, J.L. (Eds.), Educating the Net Generation, EDUCAUSE. Available at: http://ithreads.pbworks.com/f/bookreviewR.pdf (accessed on 12/12/2011).

Wu, D. & Hiltz, S. R. (2004). Predicting learning from asynchronous online discussions. *Journal of Asynchronous Learning Network,* 8(2), 139-152.

Yakhlef, A. (2010). The corporeality of practice-based learning. *Organization studies*, 31(4), 409-430.

Yang,Y. & Cornelious, L.F. (2005). Preparing instructors for quality online instruction. Online *Journal of Distance Learning*. Available at: http://www.westga.edu/~distance/ojdla/spring81/yang81.htm (accessed on 18/8/2014).

Yin, R.K. (2009). *Case Study Research: Design and methods*. Thousand Oaks: Sage.

Zikmund, W.G. (2003). *Exploring Marketing Research* (8th ed.).Ohio: Thomson.

Appendix 1: Letter to Unisa

<div align="right">
4 Astrias Flats

Webb Street

Vanderbijlpark

1911

2013-04-26
</div>

The Senate Research and Innovation Committee (SENRIC)

University Of South Africa

P.O. Box 392

Unisa

0003

Dear Sir/Madam

REF: PERMISSION TO CONDUCT A RESEARCH AT UNISA

I am a DEd student attached to the Institute of Open Distance Learning at Unisa Muckleneuk campus. As an institute we feel proud to add value to the university as a whole by contributing to the development of capacity among the staff, analysing and describing current practices in ODL. One way of doing this is to engage in research pertaining to issues like staff development. I would greatly appreciate it if you would permit me to carry out a research concerning professional staff development at Unisa. The research is specifically designed to explore staff development experiences of lecturers/ academics with the aims of describing the essential components of an effective staff development programmes in open distance learning environments.

I want to acknowledge that I'm familiar with the Unisa research policy and the Unisa ethics policy.

Attached on this application please find my research plan, CV and a copy of the ethical clearance.

Thank you for your anticipated cooperation.

Sincerely

APPENDIX 2: INFORMED CONSENT FORM

Title of the research: Staff development for innovative teaching and learning at the University of South Africa.

Dear prospective research participant,

1.   Introduction

I'm Anthony Isabirye, a DEd student attached to the Institute for Open Distance Learning at Unisa. You are kindly invited to participate in a research study that I have undertaken that will, if successfully completed, lead to the award of a DEd degree. This form is to assist you decide whether you would like to participate. It is important for you to fully understand what is entailed in the research to enable you to make an informed decision whether to participate or not. If you have any queries regarding the research study after reading this form please do not hesitate to consult me or my supervisor on the contact details given in paragraph 6. You are at liberty not to agree to take part in the study if you are not happy about any part or procedures to be followed.

2.   The nature and purpose of this study

The aim of this study is to explore and describe staff development experiences at the University of South Africa. It is hoped that the study will enable me come up with effective guidelines that could guide staff development in open distance learning environments. It is envisaged that this will consequently lead to effective teaching and learning. You have purposely been selected to take part in this investigation because of your experience as a lecturer/an academic; and your having participated in staff development programmes/workshops/seminars that were meant to enhance your competencies in distance education.

3.   **Procedures to be followed**

You are requested to accept a one-on-one interview that will be based on your experiences in staff development activities. I shall be personally conducting the interview and I hope it will take about 45 minutes to an hour; and with your permission, it will be audio-recorded. Audio-recording will enable the me to capture every bit of information that you will have volunteered for purposes of analysis and verification. Please be advised that this exercise is voluntary and you will be free to withdraw from the interview at any stage.

4.   **Risk and discomfort involved**

Pleases note that there are no risks involved in this exercise. You will remain anonymous and the collected information and tapes will not be used for any other purpose but for this research. The tapes will not be used by any unauthorised persons and will be kept under lock and key before they are destroyed at an appropriate time.

5.   **Possible benefits of the research**

As a participant in this research project, you will have assisted in highlighting staff development experiences of academics at Unisa and therefore contributed to the envisaged guidelines for effective staff development. You will be welcome to request the summary of the findings should you need it. The findings will also be readily available in an article that will be published in a distance education journal and in the thesis that will easily be accessible from the Unisa library.

6.   **Ethical clearance processes**

Please note that for purposes of the integrity of this research, Unisa as an institution and I as the researcher have ensured that good research practices and conduct are

observed. In this regard I sought a full ethical clearance from the ethical committee (CEDU REC) to ensure that, among several other things, your rights as a participant are guaranteed; and that you maximise the possible benefits and minimise possible risks (if any) associated with this research. After a rigorous examination of the application that indicated how all ethical issues will be handled, permission to conduct the research was granted by the ethical committee.

7.   Information

For any questions and clarity concerning this study, do not hesitate to contact the researcher or the supervisor on the contacts below:

Supervisor: Prof. Mpine Makoe
Contact details: 012 – 4296603/ 012 – 4293630
Researcher: Mr. Anthony Isabirye
Contact details: 0730998946

8.   Consent to participate in this study

I have read and understood the information above before signing this consent form. I have been given the opportunity to ask questions and I understand that there is no risk to me or my position should I decline to participate in the study.

I hereby volunteer to take part in this study.

………………………………………………………………….
Participant signature

Date……………………
Appendix 3: Research Ethics Clearance Certificate

Research Ethics Clearance Certificate

This is to certify that the application for ethical clearance submitted by

AK Isabirye [47167076]

for a D Ed study entitled

Staff development for innovative teaching and learning at the University of South Africa

has met the ethical requirements as specified by the University of South Africa College of Education Research Ethics Committee. This certificate is valid for two years from the date of issue.

Prof CS le Roux   7 May 2013
CEDU REC (Chairperson)
lrouxcs@unisa.ac.za
Reference number: 2013 MAY/47167076/CSLR

APPENDIX 4: INTERVIEW TRANSCRIPT 2

RESPONDENT L2

DATE: 19 November 2013

R: Can you please share with me your experiences and views of the staff development programmes you attended?

L2: *I attended an introductory workshop at Unisa. We were introduced to the idea of online teaching. Basically the workshop was an information session, telling us the benefits of teaching online and how the major training was going to take place. It was… yaah what can I say it was a well organised session the venues were okay and yaah we were prepared for the sessions which were to come later on.*
I must say it was a learning experience. It was all about learning the new approach to teaching. Well, I was introduced to e-learning and how to teach electronically. I must say my first encounter with the trainers prepared me with what was to come. What I mean is that the first sessions were sort of indicating to us the lecturers the importance of the new form of delivery, I mean online teaching so in summary aah… the trainer told participants about the changes in curriculum that we were going to encounter, how the university was now going to change from print to electronic online teaching. And generally it was want we know, things like the university was now going to put more emphasis on the use of myUnisa and that as lecturers we had to get the basic skills to use myUnisa technology. So if I have to explain my experiences I may say that I went through types of training. The first one which was sort of prepared me for the real training. The first training was something like orientating me to the second one. It prepared me for the training that was to come.

R: You talk of what you call the first training, can you now share with me your experiences concerning the second training.

L2: *Aaah… I don't know whether I should have called it second training. It was the same thing. It was a continuous learning. What separates the two, should I call them*

sessions or meetings. What separates the two is that in the first session as I said it was more of preparing the ground for what we were expected to learn. In the lessons that followed, we had to do things practically. For example, if we had to learn how to move existing study materials to online. We had to get to know how to use myUnisa tools, using blogs and other tools to construct online learning activities and tasks for our students. It was actually an experience of learning to teach online. So issues concerning interactive learning tasks, what they are, how they are constructed were touched. Things concerning sharing and group work, assessment online were also experienced. This was practical work; we did this during the sessions. It was real online learning experiences. The emphasis in these classes was that we as lecturers should try as much as possible to engage them since this is bound to make them succeed in the class and to continue using what they learn even after the end of the class.

R: So what are your views about the training intervention you received?

L2: *I can just summarise my views with the word worthy it. You see I learnt quite a lot from the training. Apart from the fact that I can now combine resources in my online module, I'm also able to use links such as YouTube and Slideshare self-created podcasts and PowerPoint presentations. But I also appreciated the sessions on planning, preparing and presenting learning in such a manner that the student has control over content, sequencing and the learning strategy. We were told, if we have to give content, it must be within a context a student understands. If we are sequencing this content, it should be in a top-down fashion, I mean we provide an overall picture before specific facts and skills are provided. Our learners must also be able to do activities that allow them to apply learning in realistic contexts. So as the facilitator told us it was up to us design learning activities and make sure that such activities are presented in such a way that challenges the student to learn. But what I have to say, this way of teaching is not easy. I must confess I have not been able to implement it 100%. I'm trying though.*

R: Why do you say it was worth it?

L2: *Aaaah… you see what? I think I have already answered that question. There are many reasons as I explained. I'm able to teach online today because of this training.*

I was not all that bad before attending these workshops and training sessions, but the fact is I'm a lot better than what I was after attending the training. Look here, this was an intervention where we were taught and equipped with all the skills and knowledge we needed to teach online. You see I learnt quite a lot from the training. Apart from the fact that I can now combine resources in my online module, I'm also able to use links such as YouTube and Slideshare self-created podcasts and PowerPoint presentations. But I also appreciated the sessions on planning, preparing and presenting learning in such a manner that the student has control over content, sequencing and the learning strategy. We were told, if we have to give content, it must be within a context a student understands. If we are sequencing this content, it should be in a top-down fashion, I mean we provide an overall picture before specific facts and skills are provided. Our learners must also be able to do activities that allow them to apply learning in realistic contexts. So, as the facilitator told us, it was up to us design learning activities and make sure that such activities are presented in such a way that challenges the student to learn. But what I have to say, this way of teaching is not easy. I must confess I have not been able to implement it 100%. I'm trying though.

R: Apart from what you have told me now what else makes you have the view that the training was worth it?

*L2: I liked the practical part of it. The idea of the participants working out on their own modules. This is what we were supposed to do in real life. **The idea of practically** writing scripts for audio podcasts, editing, recording, and uploading the audio podcasts practically was wow. I used new software to do things like editing and uploading. At the end of the day it is obvious that each of us who attended these workshops was equipped with the skills and knowledge that is vital for successful online teaching. I want to believe that it is possible for all of to use all myUnisa tools effectively.*

R: You earlier on talked about this course equipping you with the skills to plan, prepare and present learning in a way that allows your students to have control over content, sequencing and the learning strategy. How much subject content did this training give you?

275

L2: *I must say there was little subject content. The emphasis was on the how part of it. I mean how to teach successfully online.*

R: So how did you feel about that?

L2: *About what?*

R: **About the fact that subject content was not emphasised during the training?**

 L2: *For me it was not about subject content. I have been teaching the subject for more than ten years now. What I looked for in these workshops was how to teach mathematics online. Finished. I know my subject and I do not need to be taught again. What I needed was how to do it online. And this is what I got. For example, it is not easy to teach students hundreds of miles away from the teacher. So the idea creating that cordial relationship between me and them was more important than learning or being taught content. Therefore, for me apart from learning apart from getting and demonstrating ICT skills to teach online, these training sessions were supposed just to give us skills to monitor and assess our students online. They were supposed to enable us as trainees to plan, present and manage what they were calling student-centred learning; not to teach us what we learnt at university years ago.*

R: Am I right to say that your exposure to the training intervention and your experiences as a trainee equipped you with skills and knowledge to design and plan online programmes, collaboratively develop teaching materials, ability to support online students, demonstrate ICT skills and teach online?

L2: *You are right.*

R: You have shared with me your pleasant experiences and views about this training intervention. Do you have any negative experiences and views you can share with me?

L2 *Yes, I liked the course. But there is always two sides to a coin. This course was not given enough time. I personally may not have had a quarrel but many of my friends needed more time to polish up their skills. I'm sure at your age you realise that learning*

something new, and perfecting it may be quite a big problem. It is worse when you are learning to use new technology when you are old like me. So in this case not enough time was allowed for everybody to learn and engage in e-learning effectively. But as I said, personally I never had a big problem, but the majority of my friends complained and would have liked more time to master the use of technology. It was worse with those who were doing it for the first time or whose basic computer skills were not up to scratch. Aaah, just to give you an example many people were struggling to upload material on the web during the practice sessions. I also sometimes had problem when constructing the constructing a blueprint and making a storyboard. I also felt that this course should have been a continuous course. Not a once-off when lecturers come to workshops for a week or two and that is all. No, I have the view that it should be a permanent feature of the university's training. So, I liked the course but the only thing was it was sort of a crash programme. Some of us needed more time to practice the skills but it was not possible to do it in the time we had. And some of our friends were already having knowledge and the how of teaching online. They knew to upload the information on the web and during practice in class it looked easy for them. With me it was a different story. The idea of constructing a blueprint, making a storyboard, building an online prototype, performing this, aah… what do you call it? usability and reality checks, it was a big challenge and the fear to fail it made it worse for me. .. You see failing in the presence of those who knew the stuff means being ashamed.

R: What else would you think of as a negative experience in your training to teach online?

L2: *I do not know whether this is an experience or an observation. We were trained to teach online. The university wants everything to be online. Ever since I was trained I have been going online but you will be surprised to know that students are not interested. It would seem to me that the majority of my students are not ready to receive learning online. They are not ready to participate in online discussions. They still want the old system. So a number of them still request face-to-face meetings. **Yes, the majority of the students are not interested in online learning, some students still phone me and they want to see me face to face.***

R: Why do you think students have a problem with online learning?

L2: *Hmmm… well I wouldn't know. But perhaps they need to be trained too. I mean they should be given basic ICT skills. Or probably they have no access to computers, or they simply fear technology and they simply do not want to change. It could be anything but the fact is they don't seem to be enthusiastic about the university becoming a fully-fledged online teaching institution. This explains why there was some resistance to the project. The student body organised some sort of strike against the entire programme. And I think that even some lecturers were a bit reluctant to embrace online teaching.*

R: So are you saying that this programme was implemented without consulting all stakeholders?

L2: *Hmmm… Not quite but to some extent yes. Because why should the student body be against it? Or what I should say is that consultation was not exhaustive.*

R: From your experiences you shared with me and from what you have just told me now, what recommendations would you make to the university or the training department to enable successful teacher training and implementation of online teaching?

L2: *There are many things that could be done…*

R: Yes, like what?

L2: *You see my view is that the whole process has to be well organised. For example, when did the university decide to change from the old system of delivery to eLearning delivery? Were all the lecturers consulted? How about the students because they are also directly affected? So what I'm saying is that before the actual training, as soon as the idea was conceived university management should have talked to all the lecturers and the students about it. Then, with their blessing training the lecturers should have started. But I think this was not done because even during the actual training some of the lecturers doubted the new delivery method was going to work effectively. And as I*

said the students themselves were reluctant to participate. And then the training itself…

R: What about the training?

L2: *Yaaah…But I feel it was hurriedly done. Look, this university has got hundreds of lecturers and tutors. All were supposed to be trained. Could this be possible in a period of a year or two? Who was going to do the training? So what I'm saying is that management should have got the cooperation of both students and lecturers. There after they should have taken probably six months to orientate the staff. They should have taken time to make it possible for the idea of online teaching to sink in… The task of the training department during this time would have to bring every lecturer on board to the online learning platform. We have myUnisa for example but not everybody is keen on using it. So this would have been the time to persuade the academics' old teaching approaches and sell to them the new pedagogical possibilities. As far as I remember the trainers spent just a few hours explaining why we had to change to the online delivery approach. This was to me time the university should have used to explain to the academics the reasons for embracing e-learning, the skills the academics should have to teach online academics and so on.*

I feel a longer period should have been spent telling lecturers how---- explaining how online teaching will affect them. For example some lecturers were wondering if the new approach would increase their work load. Others were eager to know how the new approach would work; so they needed more time. The management should have given clear information concerning the introduction of the new approach. Absence of enough time to do all this was for me a major weakness. And as I said, even the training itself needed more time than it was given. Personally I had no problem with time. I had no problem with the practical activities. They were challenging but as I indicated to you one of my degrees was in the use of technology in teaching and learning. But of course some of my friends still have the fear of technology. I suppose they needed more time to overcome that anxiety and fear. For me the sessions (training) *were just a way of polishing up my skills.*

R: Why do you say that the training needed more time?

L2: *Hmmm… For me this was not meant to be a week's training. Look, though I was personally conversant with the basic ICT skills, there were lecturers who were not. These are people who had taught using the old approaches. They needed definitely more than a week to learn and perfect their online teaching skills. I mean things like compiling modules online, organising the modules with a storyboard made a lot of sense to me. But they needed more time. Not a matter of hours or workshops. And after training what next? There was need for more support after training. For me I felt we should have had follow-up workshops where we met again and shared our successes and failures as far as teaching online was concerned. These we never had. My feeling is that we would use such workshops even to assess our success. I feel such post training meetings would help us as training to identify our weaknesses. We would also work together improve on our skills. So for me these follow-up workshops would be used to ask ourselves important questions concerning the intervention. For example, the trainers would be able to if the lecturers were still motivated and have perfected their online teaching skills. Lecturers would have a chance to explain how they are applying the new skills in their daily teaching and whether they are having the desired impact on the students.*

R: You have said quite a lot. Am I right to say that your feeling is that the training intervention was not as inclusive as you would have liked, that it was shorter than what you expected, should have been supported more by the university? Are you also saying that the organisers should have taken more time to sell the intervention to lecturers by involving them in the planning, explaining how it would affect them and addressing their personal fears?

L2: *I think you have summarised it well but still there are some other things you have left out.*

R: Like what?

L2: *Look here, this is a training programme. We are trained to teach the students effectively. For them to pass and go out there in the job market. How do we know we have achieved that? What are the consequences of our training? So I was saying we*

needed some sort of mechanism to evaluate ourselves. This is why I suggested follow-up sessions to evaluate ourselves. Or maybe even a big study after some time to even determine the throughput rates as a result of this training.

R: Do you have any other concerns apart from what you have told me?

L2: *I think what I can say now is that we as lecturers also need to be committed to training because a number of lecturers, especially the old ones, were not willing to attend the programme. So the university should have a way to motivate them, encourage them to participate and give the necessary resources for the success of the programme. I think it should be an institutional learning culture that the university needs to create. And I think the university should have some form of monitoring to ensure that what the lecturers learn translates into student performance and increased throughput rates. I feel that lecturers who attend the training must also be rewarded to encourage others to attend. I also feel it would have better to have follow-up sessions to reflect on our successes and failures but apparently the university seemed not to have enough time to organise these sessions. I think for effective online teaching we also need to keep in touch with each other as lecturers teaching the same subject. We need to establish a lecturers' club, I mean a community of practice where we can share and reflect on what we are doing especially this thing of teaching online.*

R: Do you have any suggestions that you would like to make in order to improve training programmes at the university?

L2: *What I have to say now is that the university must try to make sure that everybody, students, lecturers and university support the training. Right now I know the university is supporting the programme but there has been a problem with the student community and some lecturers. Effective training comes with the support of all stakeholders. I also feel that the university should find out the impact of the programme both on the lecturers' teaching and student learning. It is useless for example for us to be training for the sake of training. The training should lead to quality teaching and quality student outcomes. So if I had to make suggestions I would tell the administrators of the programme to attend to these issues.*

R: Thank you for your participation. I would like to request that within the course of this study you allow me to interview you again should the need arise.

L2: You are always welcome.

APPENDIX 5: INTERVIEW TRANSCRIPT   3

RESPONDENT L3

DATE: 20 November 2013

R: Can you please share with me your experiences and views of the staff development programmes you attended?

L3: My experience was that we attended some workshops. In the workshops we were told or rather trained to teach online. So, today I'm able to teach online because of this training. I was not all that bad before attending these workshops and training sessions, but the fact is I'm a lot better than what I was after attending the training. Look here, this was an intervention where we were taught and equipped with all the skills and knowledge we needed to teach online. We were trained to teach online but before the actual training we attended a session in which we were briefed on what is it that we were going to do. I mean why we were to train and how the facilitators talked to us about the teaching methods during these sessions, mentioning the need for collaborative and participative approaches, the need to construct and give our students practical and doing assessment online. And we also talked about our own experiences as lecturers. Lecturers were encouraged to ask questions about the programme they were about to be exposed to and we were asked about the different methods of learning delivery and we discussed them. So generally, the first workshops, I should say were information giving workshops.

R: Tell me about the subsequent workshops after the initial ones.

L 3: This was the time when we learnt. We explored how to use computers and we learnt a number of things that included how to build online learning communities, designing and upload online lessons and learning materials and how to use myUnisa effectively. Actually there was quite a lot to learn during that week as we were also trained in how to engage students online. This was a period when we were taught how to keep them interested in the online lessons. Techniques like avoiding reading to

students were discussed, creating interesting activities and how to encourage them to come on the e-Learning plat forms to share their problems were discussed. Actually, during this time (training time) I did not only make friends as I met other tutors. We talked about a wide range of other topics, ranging from students' reluctance to participate in the discussion forums to the other numerous skills that we need to make online teaching a success. For example, we also need to learn social skills. How to relate to the students and our fellow colleagues and things like that. And I think the programme is not for students only. It also helped us to learn. I mean the skills we got we can use to make our work easier, I mean to plan, to word-process, assessments, setting exams on the web and so forth…Also we were told to put students together as partners or in small groups to work on assignments.

R: Did you like the training as it was presented to you?
L3*: Yes I did.*

R: Why do you say so?
L3: *I must say it was real.*

R: Tell me about the training being "real". When you say "it was real", what exactly do you mean?

L3: *I think I should have said the training was practical. During the training sessions we worked in groups solving real activities as we were supposed to do in the real world of teaching online. For instance, there were sessions when we used our own modules and uploaded them online. We accessed myUnisa and familiarised ourselves with how it worked. I mean we did real challenging activities. The training was hands-on. But I must add that I personally encountered some challenges. I mean challenges concerning the use of computers and myUnisa. I'm not as fast as my friends were and that was that initial anxiety when faced with using technology. But that was just a minor hiccup. I eventually got over it and was in control. Mistakes were only made in the initial sessions.*

R: You seem to have liked the authenticity of the activities in the training programme. What didn't you like about it?

L3: A number of things. Look, the entire programme was on teaching methods to the detriment of subject content. I think there should have been a balance between the two. The time. The programme was hurriedly implemented as there was no time for almost everybody to master the skills and competencies acquired. A programme like this one should have been given a lot of time. It should not have been a once-off thing as it was made to be. Look I was trained for two weeks only and there was no time for us trainees to meet again and assess how we were doing. If I was to propose how it should be done my emphasis would be on making the programme a continuous process with a lot of time allocated to each of the steps and with a lot of opportunities for academics to periodically meet and share and reflect on their work. Such meetings (follow-up meetings) would have allowed us to meet again as teachers teaching the same subjects and it will have been possible to share our successes and failures and even get solutions for the challenges. But this did not happen. We met each other during the training. We worked together to solve the problems during the training but that is where it (working together) all ended. So those who did not get it right at the beginning were denied the opportunity to share and reinforce what was initially learnt. So my feeling is that the university should have organised follow-up meetings for lecturers in a particular area, maybe meet monthly after the training.

R: Apart from the issues you have explained as things you did not like about this training programme, did you have any other concerns?

L3: You see am a teacher. I guess you are also a teacher.

R: Yes I am.

L3: When I go to class, whether a physical class room or virtual classrooms like the ones we have here, and all the facts must be at my fingertips. I must be able to teach in such a way that I leave my students in no doubt that am a master of my subject. If I have to present power points I must do it effectively. If it is explaining content, I must do it effectively. But in our training there were a few instances when the facilitator had to read to us prepared work on power points! Can you imagine? Who of the trainees did not know how to read? We were dealing with technology in this case. I would have

expected all the instructors to have had thorough knowledge concerning all the tools used on myUnisa. I would have expected all of them to have had hands-on experience with regard to the use of technology. But this was not the case. The other concern I had was our students. I wonder whether you have heard that at one point the student body of this university was against the policy of e-teaching.

I'm not sure whether the students were informed about doing everything online because they do not come.

Why? Why were they? I feel that they were not consulted and they see no benefits of e-learning. Some of the lecturers too doubted the successful implementation of the policy. So while university management could have been fully behind the implementation of e-learning some of the stakeholders were not and for me this was an issue of major concerns. For example, we are supposed to deliver some of our lessons online but not many students come on the discussion forums. They are not interested. I think as lecturers we should have had regular follow-up meetings after training to discuss our progress and failures and on addition to follow-up sessions we can also establish communities of practice online. This will enable lecturers teaching the same subjects to keep in touch share their successes and challenges online.

R: Do you have any other views and concerns about the training programme?

L3: I can only make suggestions probably that could make the training programme a more effective one as far as am concerned. This programme was not for us but for the students in that we were trained in order to improve student learning. To make it easier for students to learn. So for me if I were one of the organisers or rather university management, one issue I would endeavour to find out is whether the training has had positive impact on student learning.

R: How would you do that?

Probably I would solicit student views, finding out their views about e-learning as a delivery method and evaluating each phase of the programme to establish whether the identified goals were achieved. I think this necessitated a monitoring mechanism

286

to ascertain whether lecturers' training enhanced student performance. There is also one thing I should raise with regard to this training that could have improved its effectiveness if considered. Not all lecturers had the same base knowledge and skills as far as e-learning was concerned and yet we were all dumped together in the same training sessions. If I were management, I would have divided the group into two or even three. Those who were proficient in the methods of e-learning, the middle level or those who were fairly ok and those whose skills and knowledge required more time to enhance. Each group would then be trained separately. This did not happen and for me it delayed the process.

R: I'm grateful for your participation. Your input will go a long way to assist me in this study.

L3: Thanks too for making me part of your sample.

-END-

Appendix 6: INTERVIEW TRANSCRIPT 4

RESPONDENT L4

DATE: 20 November 2013

R: Can you please give me a detailed description of your   staff development experiences at university?

L4: I have attended many workshops and seminars all of which can be called staff development but I think I will share with you my experiences of the most recent training I attended. It was a programme that all lecturers here were supposed to attend to equip us with e-learning skills and competencies.

R: That is exactly what am looking for.

L4: *The course or workshop I attended was a crash programme. It was a programme where all lecturers were supposed to be trained in order to make it possible to implement the university decision to mostly deliver instruction online. You can imagine the number of us who were supposed to be trained, I mean the lecturers and the tutors. Quite a big number, am sure over two thousands of us over a period of time. So it had to be a crash programme. The programme was organised by the Continuing Professional Development Department or CPD. Each department was allocated days when it would attend the training and depending on the number of lecturers, we received training over a period of one week. Ideally it was a two-phase training programme and I will describe my experiences from each of the phases separately.*

R: Great, let me hear from you.

L4: *Did you say you worked at this university before?*

R: Yes, for almost a year before I was employed at the Vaal University.

L4: You must then be familiar with the system, I mean the way learning is delivered to our students. We have been using a number of delivery methods as you may know. We have used post office to send materials to them, we have often contacted them through telephone and at times we periodically meet them face-to-face. It has been really a combination of all those distance learning methods. But as you may be aware, the university has been gradually moving away from all the other methods and encouraging online delivery of learning. Actually students are now also encouraged to register online. Everything is now following the new trends - going electronic. It is against this background that we as lecturers had to be retrained to learn the new ways of our trade.

R: So what were your experiences of the training?

L4: As I told you, it was done in two phases. Because not each of the lecturers was enthusiastic about it, the entire programme and the rationale behind it had to be sold to us. So the first meetings were all about introducing us to online teaching, what it was, why the university was adopting it as the major delivery method, and of course asking us what we thought about it. For me this first meeting was a meeting that not only enlightened me about the university policy regarding learning delivery, but also facilitated our coming together as academics. I think it was a meeting that introduced each of us to the other. We also had participants from other campuses. So the training in this phase did introduce us to the programme and fellow lecturers from other campuses. During this phase, facilitators organised the introduction in such a way that we reflected on how we taught our students. We discussed the different methods of teaching. We criticised our current ways of teaching and in the process we were drawn towards the rationale of electronic teaching and learning. This was a good way of introducing this particular training programme. That was the initial session.

R: Thank you. Can you now describe the second part of the training?

L4: The second part of the training is what I should call the training proper. Now that we knew what lay ahead, the facilitators immersed us into training to teach online. This was a more challenging part than the first one. It was a practical training session. I liked the idea that we made use of our own modules. If the training was for the

accountants group for example, the accountant's module would be used in training. It was an experience as we were trained how to write scripts for audio podcasts. We also focused on editing, recording and uploading learning resources on the net. These are very things we were supposed to do for our students. So, as I said, it was practical training that prepared us for the real online teaching process. By the end of the week many of us could do the script writing, the recording and uploading of the audio podcasts on the net. During this phase we also examined and learnt how to use self-assessment tools in addition to learning onscreen marking tools on myUnisa.

R: So what impact did this training have on your teaching?

The training enhanced my ability to teach online. Look we dealt with the making of learning schedules and uploading them online, I'm able to upload information and learning resources on myUnisa, and I can generally engage students online. I'm thus a better teacher than before. I do also now have technical knowledge of using computers, I can facilitate building of online communities of students who share information and learning materials through podcasts, podcasts, blogs and instant messaging. So you can see the training had a big impact on my teaching. Actually there are so many things am able to do now due to the training that I could not do. Online assessment for me was a great achievement. For me, the course (training) relieved me of the burden of marking scripts. It is now possible for me to create better multiple-choice questions for over three hundred students and mark them within minutes. What a relief! I can also give self-check exercises online, give quizzes and exams to my students without the stress of marking that I experienced before. I feel this is better for me and my students since they get feedback faster than before and it is time-saving for me. So for me I appreciate all the other skills I got but I appreciate more the skills to mark students' work online.

R: Would you characterise your learning experience as a great experience?

L4: Oh yes it was, though challenging.

R: Why do you say it was challenging?

L4: The challenge was in the practical activities that we had to complete. We had to construct blueprints for our modules. We made storyboard and built online prototype. This was not an easy task, especially because time was not on our side. What made it worse is that participating lecturers were at different levels of proficiency with regard to computer use and use of myUnisa. This was not a simple course because I personally needed a lot of time to accomplish some of the tasks the facilitators gave us. One could not solve these problems in minutes or let us say even hours. Take for example this thing of making storyboards, building an online protype, performing usability and doing reality checks …Shoo, it demanded hours and hours. But the good thing was that at the end of it all one is able to accomplish these tasks and for me that was the best experience I could ever have in this training. The other thing I enjoyed during the training sessions was that last part of reflection. I mean entering on the blog my thoughts and experiences. For me reflection gave me a chance to think about what I had learned. I was able to post my feelings, challenges and successes on the blog. At the end of the day I was able to engage the students online by creating interesting online activities for them and encourage them to solve problems collaboratively.

R: Why did you particularly like the reflection part of the training?

L4: I liked this part of the training because it was one way of evaluating ourselves. We were able to gauge how far we had gone with the learning, to reveal our problems, challenges and successes. We constantly examined what we had done and achieved, and what we were supposed to do. We questioned our commonly-held assumptions about e-learning and how these would impact on teaching. I feel this reflection on the blogs was some sort of evaluation to establish whether we were coping or whether we had achieved what the training programme wanted us to achieve.

R: From what you say it appears that there are other forms of evaluation that you would have liked to see administered during the training session; am I right to assume so?
L4: You are certainly right. From my knowledge and experience, a programme like this one should have had some form of assessment or evaluation apart from what we used to post on the blogs.

R: Can you please explain what form of assessment or evaluation you would have liked?

L4: You see am looking at assessment to establish if the lecturers have achieved the objectives set for each stage of the training; and am looking at some form of evaluation to establish whether the overall objectives of the training programme were achieved. I want to believe that organisers of the programme wanted us to achieve some specified outcomes during the first and the second sessions of the programme. Achievement of such outcomes would certainly enable us to achieve the overall objective which was the ability to effectively teach online. So my view is that they should have had a mechanism in place to ensure that they established the achievement of the set objectives.

R: You have up to this far shared with me only your positive experiences. Did you have any negative ones?

L4: I don't think I should call them negative experiences as such. I think what I'm going to tell you are more of concerns; issues I feel should be attended to enhance the learning experiences.

R: Great. That is great, let me hear what you have to say about those concerns.

L4: But before I can share with you my concerns, I should highlight to you moments of anxiety during the training.

R: Yes, what were these moments?

L4: There were these times when many of us were anxious as a result of using the computers and uploading all this stuff on the net. Like some of my friends, I too experienced that unexplained fear when it came to practical work that involved the use of technology. The mistake that was made by the facilitators was hurrying up the whole process yet there were lecturers who were not well conversant with using myUnisa. This created a lot of discomfort among those whose computer skills were not up to scratch. You see the fear to make mistakes in presence of colleagues was enormous.

It was scary to imagine that you were not in control and you had to constantly ask your colleague to come to your aid. The problem is that we were all banded together; those who were good and probably experienced in the use of computers and those who were not. Me, I did not like the way we were mixed up in training. There were those who were familiar with using technology, the young ones and us, I should say me who was born before technology. I did not know how to do it. The practical work on the web, I mean using those tools on myUnisa was not as easy as you would expect. Trainers should have given us our own training at different times to save us the embarrassment during those times when we failed to do relatively "simple" tasks. To be precise I needed a lot more time in order to do the activities and to get used to the technology.

R: Now can you share with me those issues you said you were concerned with?

L4: There were many things that I feel were not right in this programme and which, if attended to would make the training more exciting than it was. First, I noted that the programme was hurried because we did all the training in just a matter of days. This had a negative effect on the trainees. We had no time to do our practical exercises because everything was done in a hurry. I feel the time allocated to the programme should have been longer to enable trainees learn without pressure. More time would have enabled individuals to effectively master the needed skills, and trainers would also have had more time to explain and facilitate the training. We also needed time to overcome the fear and anxiety experienced during the practical use of technology. I was also concerned with the observation that this training was a once-off event. After training all of us went our ways, never to meet again. I think one thing that should have been emphasised during the training should have been the need to maintain the interaction that was initiated during the introduction phase and during the training. You see, during these phases we were introduced to each other, we even came to know our facilitators and some of the IT personnel. We sometimes worked in groups but this spirit stopped as soon as we went back to our offices. I think the organisers should have emphasised this collaboration beyond the training sessions. I think we also need to keep in touch with each other as lecturers. You see some of us are not based at Unisa but if we connect and keep in touch with each other online we shall be able to

regularly interact with each other, share our problems, discuss solutions and maybe work jointly to produce online teaching materials.

So these and several other concerns needed to be addressed.

R: What are the others, I mean what are those "several others"?

L4: Maybe I will describe two or three others only because I meeting somebody in the next ten minutes.

R: It is fine, we are actually almost done.

L4: I felt that this programme focused more on teaching methods and paid little attention to subject content. I think the organisers should have created a balance. Apart from that our instructors, not all of them though, seemed not up to scratch with the use of technology too. There were many instances when we all struggled with the web-authoring tools on myUnisa. I feel they should have been smarter than us the trainees. In my view instructors are supposed to support the trainees. So if their knowledge and competencies are questionable this support will not be forthcoming. So my concern was the lack of total support from the facilitators. I cannot deny though that they did a good job with regard to training, but there were times when one noted that they (facilitators) too could not answer certain questions or solve problems that we as trainees were grappling with. It was a question of one blind man leading another and you can guess how difficult that journey would be. Students too never supported this programme.

R: What do you mean when you say students never supported the programme?

L4: Not many of them were willing to participate. You can imagine the training was to enable us teach online and enable students learn online but not many of them were willing to come online and participate in discussions. Every tutor complains about the same thing: students. They are not interested in the programme of online learning. My feeling is that the programme would have been more successful if it was supported by the instructors, management lecturers and even the students.

R: I would have liked us to continue with our conversation but since you have indicated that you have somebody to meet shortly, I will stop here. I'm very grateful for your participation.

L4: Thanks too for choosing me as one of your respondents.

-END-

Appendix 7: INTERVIEW TRANSCRIPT 5

RESPONDENT L5

DATE: 21 November 2013

R: Can you describe to me in detail your experiences of the staff development programmes you participated in?

L5: We were invited to a staff development programme by the training department. We were supposed to be specifically trained and improve our e-teaching skills and competencies. In the first session, the facilitators introduced as to the programme, telling us the importance of the training we were about to undertake you know. It was kind of an orientation session that we attended initially. During this initial training we sort of discussed what e-learning was and compared it with the other forms of learning delivery which most of the academics were accustomed to. This session, I must say was sort of an information giving session. The facilitators gave us information about the training programme which included telling us about how e-learning, or should I say e-teaching, was going to make our work as academics easier than before. The sessions that followed this one (the initial session) *were the real training sessions. In these sessions we became students, engaging ourselves in practical work that was designed to enhance our e-teaching skills. We received training in a number of things related to online teaching and learning. For instance we experienced training in script-writing, recording, editing and uploading of the audio podcasts using Audacity software and the myUnisa podcast server. It was quite a busy week of intensive training as we touched almost all the online text tools that we use on myUnisa. We familiarised ourselves with such tools as the welcome or home page, announcements, discussion forums, FAQs/Q&A, of myUnisa. We were taught how to engage students on online learning platforms.*

R: How did these experiences impact on your ability to teach online?

L5: Ability to teach online?

R: Yes, do you feel that the training affected the way you teach online in any way?

L5: I must say it did. Not that I was completely blank as far as online teaching is concerned. No. But after the exposure to this training, I feel I improved. I mean by the end of the training I had improved on my e-teaching skills and knowledge. For example, we learnt how make use of resources from external links like YouTube and Slideshare into our modules. Issues that we already knew, like matters to do with copyright and plagiarism were emphasised and for me this was a good reminder to avoid plagiarising other peoples' works. So when you ask if the training had an impact on the way I teach or the way I taught online, my answer is a big yes. I feel that because of the training though it was short, my knowledge concerning the methods of teaching my subject online was improved. I feel I can now help my students understand the content of my subject better online. Though there was no time to master everything about online teaching, I can still call myself a technology expert compared to the students I'm supposed to teach. I now have the ability to advise them and at the same time make use of technological choices that make learning online easier for them.

R: Given all that you have told me, can you now share with me what you can do now, that you would not have been able to do without this training?

L5: For me, I must say the exercise (training) *had a tremendous impact on my ability to teach online. I'm now in position to invite my students on the discussion forums. And ….though not many of them are willing to come to the learning platforms or these discussion forums I can personally implement collaborative and problem-based teaching. Am able to guide the few who are willing to learn online, I can encourage them to learn on their own. And of course am better when it comes to using myUnisa. I can upload information and learning materials for my students and apart from that we are able to work as a group through innovations like podcasts, podcasts, blogs and instant messaging. There are so many things I can do; not that I could not completely do them before training. No. I should maybe say that I improved on them because of the training. For example, I'm now a better designer of online learning tasks just as I have improved on my online assessment skills, and I can generally engage my*

students online more effectively than before. For example, we were also advised to speak slowly and clearly, and this I have perfected.

R: It all sounds that you had a wonderful learning experience. Any low moments you can share with me?

L5: Haaaha.ha ha, it was not only always as exciting as it may sound to you.

R: Share with me the difficult part of the training.

L5: Not difficult as such. But there were moments of some anxiety, some sort of fear, fear of engagement with technology. Do you call it technophobia? You see for those who were not used to working with computers and myUnisa, the experience was a bit uncomfortable. As I told you, for me it was not all that a new experience. I mean the experience of working with the computers, so my anxiety, if I may call it that, was minimal. I quickly overcame it in the first hour. But I know of a lady who worked with me in the same group who was literally fearing to perform any of the activities. She was so afraid of making mistakes and you could tell from her face and reluctance to engage in group activities. So I must say that this fear to fail and the accompanying anxiety was not a good experience for those who were not perfect with the use of technology in teaching.

R: Supposing you were one of the organisers of this training programme, how would you have minimised this anxiety?

L5: I do not actually have a concreate answer for this question, but knowing that people, especially first-time users of technology, have that fear, the solution should have been their psychological preparation and encouragement that fear was normal and it should not stop them from participation. I think this problem should have been expected by the facilitators and should have been addressed in the first stages of the training. I feel we should have spent more time during this phase preparing to use computers and of course even during the time of training this problem could have been addressed by giving the participants a lot of time to get used to the technology and to work with it. I mean overcoming fear and anxiety just required more time and practice.

This time was not there as the training was hurriedly done. Everything we did required more time which we did not have. I did not like the way the trainer was giving us little time to do things like uploading and making us practice computer skills I personally needed more practice to do it but there was no time because many of the participants knew how to do. You would look a fool if you declared to everybody that you did not know. I would have liked the trainer to attend to those who had some knowledge of online teaching and using a computer separately. While the programme was worthy it the organisers should have also thought about time. We generally needed more time for the whole intervention to be successful and we also needed enough time to go through and do all the learning activities.

R: Apart from the issue of anxiety and the need for more time, what other concerns did you have with regard to this training?

L5: The training was ok, I must say but I noted that more focus was put on methods of teaching online. There was nothing wrong with that because we were being trained how to teach online; but for me I felt that the facilitators should have also allowed us to discuss content of our specific subjects. As I said, I know it was important that as online teachers we master the methods of teaching online. We needed to know how to organise and present specific topics online and give online instruction to our students but my feeling is that if one understood the content of one's subject it becomes easier to teach it whether online or the conventional way. Apart from the issue of lack of subject content or focusing on subject content, this entire programme was very short. The university I guess had very many lecturers to train and they resorted to allocating only a week or two for training each group. This was not ok for me. We generally needed more time for the whole intervention to be successful and we also needed enough time to go through and do all the learning activities.

R: Any other concerns?

L5: Yes they are several. I think this programme was good but it lacked support. It would have more effective if after training the lecturers had some form of support.
R: What form of support are you referring to here? Can you please give me some examples?

L5: Look here. We all trained as lecturers to teach online. The training as I shared with you was not long enough. Each group was trained for a week or so and after training we all went our own ways to implement the methods we had acquired. We never met again as teachers teaching the same programmes or as teachers who underwent training to share our successes and failures. For me this was a major concern. I felt that if the university had organised follow-up sessions, we would come together once again to support each other. These would be supporting sessions to reflect on what we had learnt and to share our successes and failures. I think this would also be opportunities to give feedback to our facilitators. Of course we had a blog where we posted our views concerning the training but I believe that this should have been supplemented with physical meetings; probably every after three months. I feel it is difficult to succeed implementing if alone. So such meetings would have been good opportunity to collectively reflect on training. It would have been good if each department formed a support group consisting of lecturers, both on this campus and those from other campuses, just to share and support each other and exchange learning materials if the need arose. This would have given us an opportunity even to establish lecturers' communities of practice through which we would constantly reflect on our work, share our concerns and successes. Apart from that, remember we are professionals. We could also have supported each other through formation of communities of practice forums. This could have been online communities to ensure that we kept in touch with each other to exchange ideas and share teaching resources and methods. I think, for me keeping close to each other as lecturers teaching the same subject will do the trick (improving online teaching). I mean we shall be in touch with each other regularly and work as groups teaching the same subject, share our frustrations and success stories, advise each other and in the end sharpen our skills.

R: Am I right to say that you liked the training programme because it equipped you with a number of online teaching skills and competencies?

L5: That is right.

R: Am I right to conclude that in spite of your liking the programme, you had a number of reservations about it?

L5: Yes, I told you that it would have been better than it was if certain things had been addressed.

R: Before I end our conversation, what else would you have liked to share with me about the training programme?

L5: Well w-e-l-l, well. I think I have said all that I had but perhaps I may say that this programme should have put in place a mechanism to determine whether it had achieved its objectives. From my knowledge of teaching, I feel assessment or evaluation should be part and parcel of training. The programme should have put in place something like that?

R: Are you saying that the trainees should have been formally assessed or evaluated?

L5: Not really. Am not advocating for any formal evaluation or assessment of the lecturers. People usually do not want to be assessed, but take the example of the sessions that we had. I want to believe that each of these sessions had objectives. So what am saying is that there was need for the facilitators to establish whether the objectives as established for each session were achieved. Even the entire programme..ah..ah I don't think the university took the trouble to establish whether it had had the desired impact. For example, here we are. We learnt or rather we were trained to teach online. What was the purpose? I would like to believe one of the reasons was to enable effective learning. Was this achieved? Did the training lead to an increase in student throughput rates? So such are the things am talking about and my feeling is that the training programme should have had a mechanism to address them.

R: What else would you like to share with me with regard to this training?

L 5: Well, I also felt that as trainees, we needed a lot of the facilitators' support. In this case I must say that if I had to be competent as an online teacher, my trainer too should be competent and should give me a lot of support. I'm not saying that we did not get support from the trainers. They were certainly good but you see technology is

sometimes hard to master. There were cases when trainers lacked of in-depth knowledge of web-authoring tools on myUnisa. Some of them lacked the technical knowledge and hands-on experience in the use of technology and at times were not in position to satisfactorily answer trainees' questions. This for me compromised their ability to train effectively and boiled to lack of effective support for the trainees. I also felt that a programme like the one we went through needed the support of students themselves, us the lecturers and of course the university management itself.

R: Tell me about how you think the students, your fellow lecturers and the university should have supported the programme.

L 5: You see, I feel that a combination of factors jointly determine a good training programme for me. Of course the skills of a facilitator are crucial but support from management, appropriate university policies and even the students themselves matter. For example, as we were training to teach online some of the students were preparing to resist being taught online. I think the majority of the students are … maybe not computer literate because they will not login. They do not come to the discussion forums.

Some lecturers too were negative and thought going 100% e-learning and teaching was bound to fail. So I think success for me starts with agreement among all the parties concerned; including the students. Everybody must agree concerning the need for the project. It is only then when the university can bring in facilitators with appropriate skills, deploy resources and support the project with no reservations.

R: I must thank you for your input, am really very grateful for all this information.

L5: You are welcome.

-END-

Appendix 8: INTERVIEW TRANSCRIPT 6

RESPONDENT L6

DATE: 21st November 2013

R: Can you please explain to me in detail your experiences of the staff development programmes you were exposed to?

L6: Well, I experienced the training. First we attended sort of an introductory course where the whole thing was introduced to us. They explained the new university policy you know, that teaching and learning were now to be done online and they gave us the reasons why. They also sort of wanted to know how good we were at teaching on online. They told us why it was important for everybody to attend all the training sessions and then we were prepared to attend the real thing (training)*. The following week was a week of training. I should say that it was a good experience apart from the speed with which it was introduced and conducted. Everything from the introduction phase throughout the training sessions, everything was done sort of hurriedly.*

R: From what you are saying it appears that the staff development programme you attended consisted of two parts; the introduction and the "real thing" as you call it.

L6: Right.

R: Ok, can you share with me your experiences of the introductory part?

L6: *Well, as I have said. I mean that introductory part was some sort of an awareness programme. I mean we all came together and the facilitators told us why e-learning,*

why the university had decided to focus on e-learning and teaching. Other than that, there was nothing much.

R: Did you feel this was a necessary part of the training?

L6: Certainly yes, it was.

R: Why do you say so?

L6: Well, my feeling is that before one can participate in any form of training, the organisers need to explain why that training is necessary. And this is what happened. I think if management or organisers give clear information about any initiated training programme it is easy for the academics to be convinced to take part. If you take this programme for example, there were a number of us who felt that it would not succeed, just because people naturally resistant to change. As you saw the days you attended the sessions, the majority were the young academics. Where were the old ones? I think they saw no need to attend. They needed more convincing even before we came to the introductory sessions.

R: So do you feel that these initial sessions prepared you for the main training that was yet to come?

L6: Aaah, well, yes and no.

R: Can you explain what you mean by that?

L6: I say yes because we were told why we should participate in the programme. I was made aware of the need for e-learning, I should say. And I say no because I would have liked the organisers to have gone a step further than that. For example from my experience as a lecturer and from the other training sessions I attended, not necessarily here at Unisa, such introductory sessions are used for robust discussions among the trainers and the trainees, deciding on things that the suitable times, how many hours of training per day, asking the trainees what they would like to learn or

their expectations of the training and asking their concerns. This, I must say should have been used as an opportunity to give us very clear and accurate information about the programme and find out our expectations, our fears and our concerns. Take for example some of our colleagues who were not articulate with the use of technology in teaching, this was the time they should have been assured that learning to manipulate computers was as easy as abc. But this was not done so some people struggled during the real training and the more they failed to upload their materials on the web the more anxious they became and such experiences disrupted their learning. I must say that some lecturers did not attend each of the sessions; and what does that show? Maybe they never took the training as important or probably they were discouraged by the tough exercises that followed the introductory sessions.

R: Thank you very much. Can you now talk to me about what you earlier referred to as the real training?

L6: The sessions after orientation were enjoyable but challenging. Here (real training) *we went practical. All lecturers teaching a particular module worked together to identify the essential elements of the modules we taught. We actually worked on our own modules. We drew out the processes that were involved in the units in form of a storyboard on paper. After drawing these processes on paper, our facilitators required us to design them online. Following this it was now time to try out what we had designed to see if it worked. This was not easy but we had to do it. We then reviewed our work and, if it was necessary, we made adjustments. For me this was an enjoyable but challenging experience. I liked the fact that what we were doing was mimicking what we were going to do in the real world of teaching online. The only problem was that these tasks were difficult and they needed a lot of time to accomplish. This is time we did not have as training was always done hurriedly. Personally I was not bad, but putting myself in the position of those who were not as competent as I was in the use of technology, they should have been allowed more time to work out the activities But, as I told you, it was ok as we worked as teams, discussed the necessary components of our modules, identifying the processes in the module units and then we were asked to put them online practically, ensuring that what we designed worked. I must say it was real teaching and learning. We were trained how to upload materials*

305

and generally how to use myUnisa. We did the real things we were supposed to do as teachers.

R: If I were to ask you how you benefited from this training, what would you tell me?

L6: I must say the training was worth the time spent. There was quite a lot I personally learnt. Initially the programme worked as an eye-opener for many of the participants. The question why e-learning and the benefits of e-learning was answered during this training. I must say the exercises we were exposed to were essential preparation for us to engage the students online. But I must say that the training sessions were also platforms for us as teachers who taught similar modules and exchange ideas about our subjects. So aah apart from preparing me to teach online as I told you earlier, I think I also got the opportunity to meet other lecturers in my subject. For me this interaction was an opportunity to network , to form working and collaborative relationships with fellow academics and all those other people we interacted with like some of the ICT expert and our trainers. As academics teaching similar subjects we had numerous discussions regarding our own career development, we discussed problems we were experiencing as online teachers and many other things concerning teaching and learning. So, as I said, I liked the idea of us meeting in a single place. We created friendship amongst ourselves and we were able, even after the training, to share, learn from each other, and reflect upon the new practices, our knowledge and expertise … but unfortunately this relationship was not developed beyond the training sessions. It lasted as long as the training sessions lasted as we neither organised follow-up sessions nor formed permanent groups in which we could discuss our successes and failures continuously. Unfortunately this did not happen. I only wish the whole thing was informal. I wish the trainers or the organisers had formalised the arrangement to make it a permanent one.

R: From what you shared with me earlier on you seem to have been concerned about the limited time you were given to accomplish the training activities. Am I right to make this observation?

L6: Definitely yes. And not only the time to do the exercises during the training, but the entire duration of the whole training programme. It was very short.

R: Do you have any other concerns as far as this training was concerned?

L6: The training as I have told you a number of times was ok. I told you that the sessions especially the real training was challenging with tricky and practical activities that required a lot of time to solve. Personally I was not bad, but putting myself in the position of those who were not as competent as I was in the use of technology, they should have been allowed more time to work out the activities. And come to think of it, the whole training required more than the few days that we spent learning to teach online. For me I would have not even minded six months of training. Such a long period would have eliminated the fear that many of my colleagues seemed to experience. You could see that every successive day we attended and used the computers, people became more and more confident. And apart from what I have shared with you, I feel that the trainers should have also focused on the content of each subject and the curricular. I mean instead of focusing entirely on online teaching techniques, the programme should have been planned not only to give us the e-teaching techniques. The organisers should have also aimed at deepening our knowledge in the subjects we teach. I mean some of us learnt these things decades ago, we need to be abreast with new developments in our fields and what is going on in the field of education as a whole. And I also talked about the need to create and formalise post training sessions for the academics in form of follow-up sessions. These were not there our engagement with each other as teachers ended with the training. There was need for us to continue meeting periodically and share our online teaching experiences, challenges and successes. My feeling is that even after the training we as lecturers should work together with the aim of improving our skills and sharing our experiences concerning e-teaching.

R: You have shared with me your experiences of the training you went through; what do you think should have been done differently to make your experience even better?

L6: Well, I hope I will not be unnecessarily repeating myself, but for me as I said, the university should have ensured enough time. Time to train the lecturers and time for

the whole training programme. I also feel that there was need for support from everybody that was concerned with this training, including the students.

R: You have already talked about the idea of time, I mean the need for time. Tell me more about the issue of support.

L6: Aaah, when I talk about the need for support I have in mind my students. We were trained because the university wanted us to teach online and even before the training some of us were already teaching online. But from my experience, it appears that the students were not consulted before the policy of online teaching was implemented. Look here. These students are supposed to come on the online learning platforms, join discussion forums, share with each other and so on. But it has been very difficult to convince them to do so. I'm telling you many still make phone calls requesting me to meet them face to face. Out of the 300 students I have, I can hardly get 10 of them online. For me this is an indication that the online teaching programme was not welcome by a big section of the student body. So it would have been better if after acquiring our skills we had students who were ready to make use of us as teachers. But this was not always the case. So to answer your question, my feeling is that if the university itself supported training as it did by organising these training sessions and providing the venues, the trainers and other necessary resources, and if the trainers were also keen on training as some of them were, and if the students too supported online learning and participated in it, my experience would have been wow (better). And I think as I said earlier support for us as trainees should have been encouraged for on post-training sessions and if we formed communities of practice as academics, where we would continuously support each other even after the training. Meeting in such forums would have allowed us to share our experiences and challenges and to support ourselves long after the training. I would have also liked support in form of trainers making sure that we have acquired whatever we were supposed to acquire in each and every training session.

R: Can you give specific examples of the type of support you would have liked during the training sessions?

L6: Well a training programme like this one has an overall aim or objective. For example, after the training, each of us was supposed to be proficient in online teaching.

When we met the first time, for example it was an introduction where the university or the trainers wanted academics to learn more about the training programme. I feel that there should have been a mechanism to establish whether the trainers had achieved these goals. Look at the second part of the training. This is where we learnt all that was related to online teaching techniques, the designing and uploading of unlearnt teaching materials. I feel that such a session should not have ended until the facilitators ensured that each of us was capable of doing what we were supposed to do after this session. But from what I know many lecturers who attended still found it hard to design and teach online. Why? There was no mechanism to establish whether participants had learnt. Of course the learning activities were practical but as I said earlier some academics needed more time to work them out. So I think some form of assessment was required; and this would have made things better. And it would have even been more comforting if there was a way of establishing whether the entire training programme had positive impact on the achievement of the students.

R: We are now coming to the end of our interview. But from what you have shared with me, am I right to say that you had a great professional development experience; though it would have been made better if a number of concerns you raised had been addressed?

L6: Exactly.

R: Any other issues you would have liked to raise about the training?

L6: We had wonderful facilitators, but I think they fell short of a number of important skills. If one had to effectively teach the lecturers one should have been equipped with enough knowledge concerning how myUnisa worked. But to be frank, a number of the facilitators lacked in-depth knowledge of web-authoring tools on myUnisa, the technical knowledge and did not have enough hands-on experience in the use of

technology. At times IT personnel were too called in for assistance. And on many occasions trainers failed to give satisfactory answers to trainees' questions.

R: I must sincerely thank you for your time, thank you very much.

L6: Always welcome, I hope the information I have given helps and enhances the completion of your degree.

-END-