

## Foundational Provision in Materials Development:



### Impediment or Advancement for Faculty Lecturers?

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## Outcomes of the paper



- To show how teaching methodology of faculty lecturers has improved since being involved in the materials development process for the extended curriculum programmes;
- To highlight how foundational provision can be achieved through the materials development process in the extended curriculum programmes;
- To show how first year students, who do not meet the minimum entrance requirements, can achieve academic success in the extended curriculum programmes.

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## UJ Context



- AD: Access offers extended diplomas on behalf of the Engineering, Management and Humanities faculties;
- According to DoE imperatives, based on ministerially approved qualification, accredited experience as prescribed by the DoE;
- Extended students write the same exam as the mainstream students;
- Faculty lecturers recommended by HODs to lecture in the extended diploma programmes;
- Faculty lecturers develop materials for the foundational provision modules;
- Materials development process began in 2004 with the reconfiguration of bridging programmes into foundation programmes and then into extended curricula.

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## Foundational Provision in Materials

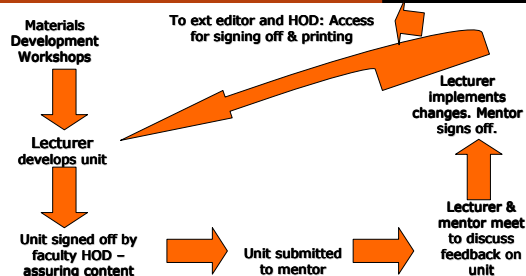


- To explain difficult concepts and terms in easy to understand language;
- To break theory up into smaller parts;
- To provide additional, real life application exercises and case studies from the students' own frame of reference – often lacking in international or traditional textbooks;
- To scaffold the theory and application exercises - basic to progressively more advanced as topic develops - thus encouraging understanding as opposed to rote learning;
- Materials constantly refer to the textbook thus showing integration of resources;
- To allow for multiple assessment opportunities;
- To encourage students note making, note taking and annotating which eliminates the possibility of losing class notes made on separate pieces of paper.

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## Materials Development Process



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## Research Question



What effect, if any, does the materials development process have on the teaching methodology of faculty lecturers as a result of their interaction with and guidance from the AD mentor?

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## Research Design



### Generic qualitative study

According to Merriam (2002), focuses on understanding:

- how people interpret their experiences;
- how they construct their worlds;
- what meaning they attribute to their experiences by drawing on various qualitative methodologies but not focusing the study through the lens of a known methodology.

This study aims to discover how faculty lecturers have interpreted their experience of the materials development process.

### Purposeful sampling

- Questionnaires - 30 faculty lecturers (materials developers), 24 responded;
- Focus Group Interviews - 5 lecturers invited - 2 no experience, 3 had. 2 - Management, 1 - EFS, 1 - Engineering and 1 - Science Faculty.

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## Data Collection Tools



- Formalised Questionnaires
- Focus group interviews
- Constant Comparative data analysis

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## Findings



- Positive move towards reflective practice.

"My entire teaching strategy has changed. I have realised that teaching is not about feeding learners with facts but also about getting them to be proactive and interactive." "Will promote and apply AD methodology always". Revision and renewed interest in subject, sharing ideas, overlaps eradicated. Exposure to different perspectives and ideas.

- Materials aid preparation and continuity of lecture presentation.

"Much easier to teach concepts in class when you have material developed in advance." "Style of materials determines style of presentation."

- Learner focused - changed/influenced style of writing.

Exposure to OBE - "opened world of OBE to me." "Start every topic at the lowest possible level."

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## Findings cont.



- Mentor feedback and standardised format made it possible for the final product to be realised quickly.

"It didn't seem too much of a difficult task to complete", constructive criticism, challenging, encouraging, excited, enthusiastic "rejuvenated towards writing."

- Aided facilitation process in class - lessons presented in as clear a fashion as possible.

"No longer rely on simple slides for lectures". "Taking everyday events and relating them to theory makes studies fun."

- Intention of assessment.

"More critical of meaning of question posed", variety of assessment types, misconceptions identified immediately through class activities, transparent. Concerned with outcomes and Assessment Criteria.

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## Findings cont.



**Some lecturers' writing and teaching remained unchanged.**

**"Stuck to my tried and tested style, can't remember what was covered in materials development workshops."**

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## Conclusion



The majority of faculty lecturers who participated in the study feel that their interaction with and guidance from the AD mentor during the materials development process has improved their teaching methodology in all their lectures.

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# Recommendations



- Staff Development Workshops should be far more practical and hands-on. Workshops offered by Staff Development don't help to prepare for classes, don't show how to conduct lectures, don't show how to get students to a certain level.
- Faculty lecturers should be given the opportunity to work with an Academic Development mentor for a prolonged period in order to be exposed to the AD strategies and interventions that help to improve classroom interaction, and in turn, student success.
- All lecturers should be encouraged to participate in materials development.