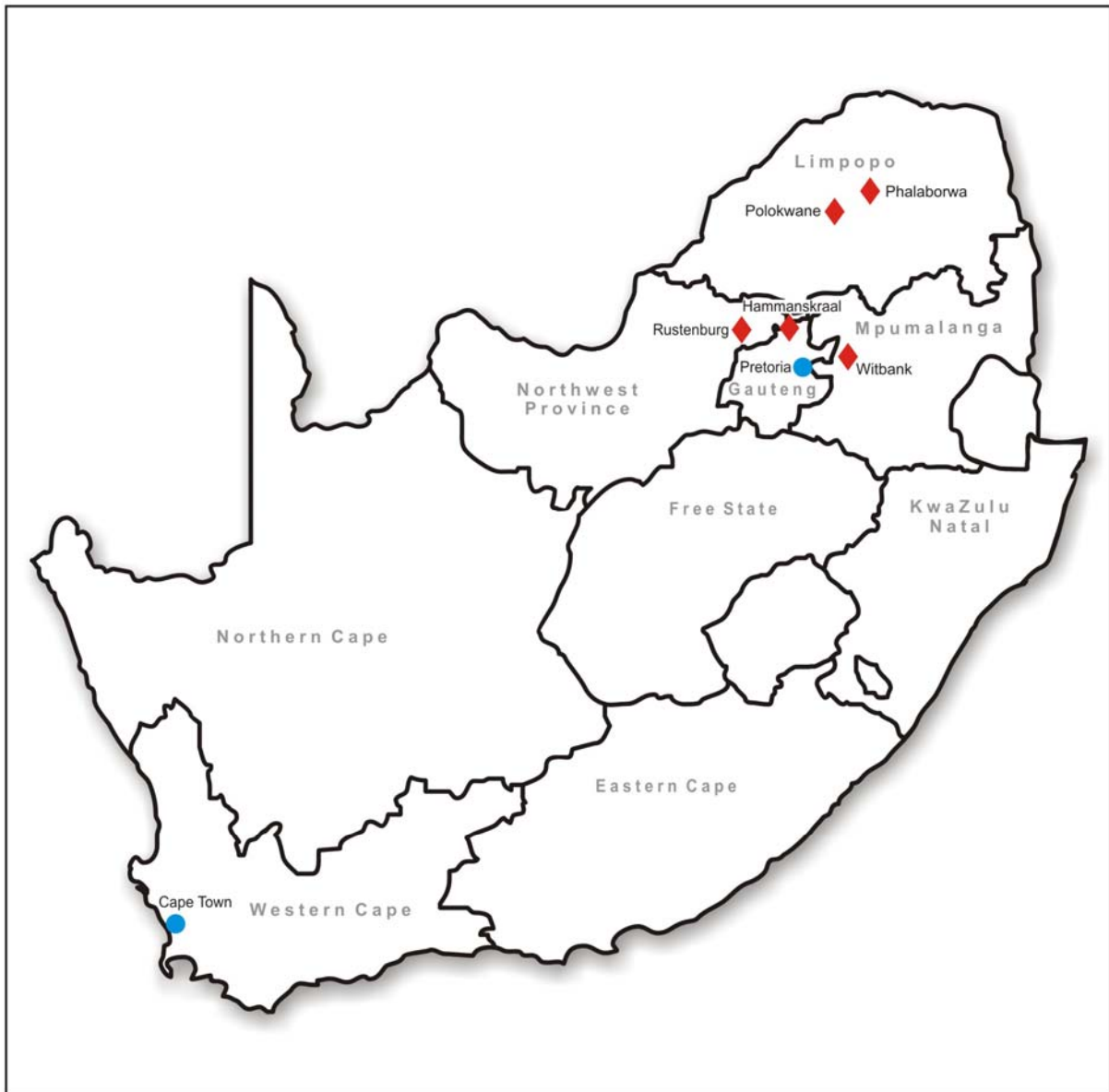


ADDENDUM 1: INTRODUCTION TO THE STUDY AND ITS CONTEXT

Please view Addendum 1 on the accompanying CD prior to reading this chapter. It serves as a visual introduction to the study and its context. I have also used cinematic jargon in my writing to strengthen the television metaphor.

ADDENDUM 2: NATIONAL MAP INDICATING RESEARCH SITES



● Urban

◆ Rural

2001 – 2003 Questionnaires returned from respondents at

- D. H. Peta - Gauteng
- Flavius Mareka - Gauteng
- Witbank Learning Centre - Mpumalanga
- Polokwane Learning Centre - Limpopo
- Rustenburg Educational College – North West
- Phateng Comprehensive - Gauteng
- Ribane-Laka Secondary – Gauteng
- Cornerstone College – Gauteng
- Hoxani College – Mpumalanga
- Holy Trinity (Atteridgeville) – Gauteng
- Backenberg – North West
- Bokamoso Secondary School – North West
- ME Makgato Secondary – Limpopo
- Makgetse High School – Limpopo
- H/S Sikhululekile (Hammanskraal) – North West

Presenter and learner interviews conducted at

- Cornerstone College - Gauteng
- Phelindaba Secondary- Gauteng
- Matome-Malatji High School - Limpopo
- Maphokwane High School - Limpopo
- Makikele Secondary - Limpopo
- Polokwane Maths Science and Technology Centre (MASTEC)- Limpopo
- University of Pretoria and Pretoria environs

Telephonic interviews conducted with educators from

- EDL Ramapola – Limpopo
- Prestige College – North West
- Sofunda Secondary – Mpumalanga
- Cornerstone College – Gauteng
- Beestepan – Mpumalanga

ADDENDUM 3: A BRIEF HISTORY OF HOW TELEVISION DEVELOPED

I outline the rise of television and the progress made in the developed contexts of the United States of America (USA) and Britain (UK) in order to place the South African situation in context, especially regarding the near 40-year time lag in development.

Television is commonly considered to be the first invention by committee as it is the result of the efforts of many individuals separated geographically who were all spurred on by the urge to produce an instrument which could transmit and receive transient visual images (Smith, 1995). Originally television served the dual purpose of informing and entertaining but has since amassed numerous other functions, no less that of normative shaping not only opinions but also people's identities. The impact of this instrument is felt in every sector of modern life and while American television is erroneously accepted as the archetype of this medium, Smith (1995) states that "It is impossible to treat it as a unitary phenomenon with a single line of history. Even the technical origins of television have to be traced to different parts of the world" (p. 2).

In 1884 a German scientist, Paul Nipkow invented the scanning disc which made television possible and in 1923, Dr V. K. Zworykin patented the iconoscope - a television camera that preceded those in use today (Chester, Garrison, & Willis, 1978). Much experimentation and rivalry on both sides of the Atlantic ensued. John Logie Baird exploited existing research and in April 1925, the British public had their first crude demonstration of mechanical television. Technical developments in the UK, Soviet Union and USA combined to make the dream of television all the more feasible. In 1931, a research group was set up in Britain under the guidance of Isaac Shoenberg who had considerable experience in radio transmission technology in Russia. He contributed to the evolution of TV broadcasting with work done on a camera tube known as Emitron and an improved cathode-ray tube for the receiver. He developed an electronic scanning method superior to Baird's mechanical method (Watson & Hill, 2003).

In 1936, the German Post Office attempted to televise the Eleventh Olympic games but the transmitted pictures were unstable, had low image detail and much flicker. By contrast, the opening of the London Television Service in Alexandra Palace on 2 November 1936 was far more successful reaching 400 privileged viewers whose TV

sets cost the price of a small car. Picture quality was superior and for close on two years regularly scheduled programmes were enjoyed. The first actual broadcast of a news event as it happened took place on 30 September 1938 as the British Prime Minister Neville Chamberlain arrived back from Munich. A year later, shortly before the start of World War II, 20,000 sets were in use in London. This success led David Sarnoff to start a television service in the US and it was thus in 1939 at the New York World Fair that an address by President Roosevelt launched television into US public domain. Despite the national interest across the US in this form of communication, television receivers were not produced on a large scale and public interest was low since programming was sporadic and of poor quality. The development of television was also interrupted by a series of US governmental directives attempting to determine the best technical standards for national transmissions. World War II was a further obstacle to developments in both Britain and the USA. During this war period, no sets were produced and while Britain turned off their transmitters, only six USA commercial stations televised a skeleton schedule of two to three hours daily. Post-war telecasts resumed and in the USA fifteen stations went back on air but a UK fuel crisis shut their transmissions down again for a year. In 1947, the Federal Communications Commission of the US ruled out colour television for the immediate future and authorised black and white televisions over 13 channels. Almost a million sets were sold to households in spite of the steep prices imposed by initial manufacture. Since there was such a demand for service, more and more television stations took to the air causing serious signal interference. Once again the Commission had to intervene by imposing a freeze on all new assignments in order to regulate the industry more effectively. Less than three years after the war, by 1951, the number of sets owned privately in the USA had escalated to ten million. The demand for programming and the challenge of three different time zones accounted for some of the momentum that catapulted the US industry beyond that of the British, which required a far smaller footprint.

Although colour broadcasting was only to be fully operational in 1967, television had already established itself as the outstanding mass communication medium of the twentieth century and would, from its US vantage position, influence the rest of the electrified world (Chester et al., 1978; Smith, 1995; Watson & Hill, 2003). By 1990 in the developed world, 98% of homes had come to possess a television receiver confirming the words of Watson and Hill (2003).

Television swiftly became in terms of reach, diversity and popularity of content, the most influential and most powerful form of mass communication. The arrival of colour, transmission by cable and satellite, the possibilities of video recording and eventually digitization confirmed and carried forward the Age of Information while at the same time turning it into the Age of the Image.

Television - as a mass medium on the African continent - is by comparison to developed countries, a recent introduction. Post-World War II, when most of the Western world was spoilt for choice regarding programming and manufacturing labels, television in most regions of the developing world was still a “technical gimmick” and all of Africa, Asia, and Latin America accounted for only 3% of the global television sets (Smith, 1995). Table 1.1 is my own synthesis illustrating the introduction of national television in selected developing countries and indicates how juvenile the South African industry is:

Table A3: Introduction of national television in selected developing countries*.

Date	Country
1950	Mexico
1952	Dominican Republic, Venezuela
1953	Philippines
1954	Columbia, Morocco
1956	Algeria , Guatemala, Nicaragua and Uruguay
1958	Chile, Peru, Iran, China
1959	Nigeria , India
1960	Egypt
1961	Zimbabwe , Zambia , Korea
1962	Democratic Republic of Congo Taiwan, Indonesia
1963	Kenya , Malaysia, Singapore
1964	Ethiopia , Bangladesh, Pakistan
1967	Hong Kong
1976	South Africa
1980	Niger
1985	Lesotho , Cameroon
1987	Chad

*African countries in bold

References

- Chester, G., Garrison, G. R., & Willis, E. E. (1978). *Television and Radio* (5th ed.). New Jersey: Prentice-Hall, Inc.
- Smith, A. (1995). *Television: An International History*. New York: Oxford University Press.
- Watson, J., & Hill, A. (2003). *A Dictionary of Media and Communication Studies* (6th ed.). London: Arnold.

ADDENDUM 4: INTERACTIVE TELEVISION IN SELECTED DEVELOPING COUNTRIES

1 India

The Satellite Instructional Television Experiment in India (SITE) was initiated in 1969 after an agreement was signed between India's Department of Atomic Energy and the National Aeronautics and Space Administration of the United States (NASA). ATS-6, a powerful satellite sent into space by the US received signals from earth transmitters and broadcast directly to antennae located in remote villages. These 3m antennae were part of the reception system that fed signals from the satellite to large television sets in the schools situated in various locations. It included 2,330 villages in six geographical clusters of relatively homogenous population groups. Satellite television was the dominant technology but printed materials were used to a moderate extent. The delivery configuration was mostly point-to-multipoint with very limited point-to-point and face-to-face support. The broadcast of programmes started in August 1975 - twenty years before TeleTuks - and the experiment lasted for one year.

The primary objective of SITE was to demonstrate how satellite technology could be used for mass communications in a developing country context. A particular focus of programme design was to provide instruction in the fields of family planning, agriculture, education and teacher training. Various programmes were developed for a range of audiences e.g. a series on cottage industries aimed at landless labourers and a series on science for children. Altogether 150 science education programmes, each of 10-12 minute duration were produced. A limited amount of printed support material was made available in the form of wall charts and teachers' notes. In some villages, post-broadcast discussions - led by an expert from the extension agency - aimed to increase the knowledge of agricultural practices among participants (Shrestha, 1997).

Several in-depth social impact studies were conducted involving both adults and children to determine the effect of these broadcasts. Findings from the SITE evaluations included audiences' preference for instructional programmes above entertainment, regular viewers who gained more than occasional viewers, illiterates, particularly females also gained more than literates and a large number of

agricultural innovations were triggered. Despite successes, certain obstacles were encountered and related to finding subject experts and the steep learning curve for technicians and producers. Pre-testing the programmes was also deemed necessary.

2 Brazil

The following case study reported by Castro (s.d.) describes Brazil's flexible solution to gaining a secondary school qualification. This country, an extensive developing region, has been experimenting with radio and television education for more than three decades in an attempt to improve the low levels of school attainment. Already in the 1970s, secondary schooling was offered via television in Ceará and Maranhao, two states in the Northeast. Globo Television network – a private enterprise and also the world's fourth largest network entered the education arena shortly afterward, introducing several innovations to instructional television, amongst others using actors rather than trained teachers. Roberto Marinho Foundation (FRM) - the education branch of Globo - created the first Telecurso, twenty years ago. The target audience was young adults who had left primary (8 years) or secondary school (11 years) before obtaining the required certification. Such persons generally prepared for the open examinations in order to gain these qualifications on their own or enrolled for preparatory courses. Telecurso created the opportunity for these students to follow the curricula via television at designated institutions. At these venues, under the supervision of a teacher, they watched the programmes and used the complementary written materials.

This enterprise aired for more than fifteen years and despite it being considered a major success, industrialists grew increasingly concerned about their workers' very poor levels of schooling. The situation was exacerbated by the rapid transformation and globalisation of the Brazilian economy. In the 1990s, a joint venture struck between the Federation of Industries of the State of Sao Paula and FRM saw the introduction of a new Telecurso 2000. This was a condensed version of a basic curriculum for distance education and combined videotaped classroom session and books. The course content focused on basic skills and a job-orientated education with civic responsibility as a strong focus and was packaged in 1,200 15-minute lectures.

Since it targeted young adults, no teachers or classrooms were used as backdrop. Instead scenes in factories, offices, homes or city centres were screened and in these contexts, professional actors role-played real-life problems and then proceeded to offer the theoretical explanations. Telecurso 2000 resembled commercial television closely, using a fast pace and plenty of humour, at times sacrificing depth. The nationwide screening times were between six and seven each morning and then rebroadcast later at more convenient times via cable and satellite. In most cases, interested persons videotaped the programmes and watched at their leisure. Although the data are unreliable, it would appear from sales of 5.2 million accompanying texts in the period 1992-1995 that Telecurso 2000 has a strong following. 200,000 students attend classes at factories, churches, schools and offices. Even prisons and ships have been equipped to receive these broadcasts. An unknown number of persons studying on their own watch these programmes while many more tune in purely for entertainment. A further development is the spontaneous use of these programmes in regular schools. This is an ambitious initiative and good measurements of outputs are lacking yet it would appear that Telecurso 2000 has already proved its value by providing opportunities to young adults previously not available via television technology. (Shrestha, 1997)

3 Mexico

Mexico has a long history of distance education in Latin America dating back to 1934 although the chief medium was radio. In 1965, the Ministry of Education established its technical education and technology division, the Direccion General de Educacion Audiovisual (DGEAV). This unit piloted eight televised lessons as part of a national literacy campaign. Telesecundaria was launched in 1968 and aimed to promote education and literacy using radio and television broadcasts. Lessons covered a wide range of topics prescribed for both primary and secondary schools. The recipients of these were small secondary schools with less than 100 pupils in remote and rural areas of the country. A typical weekly programme comprised ninety 25-minute lessons based on various learning areas in the formal school curriculum transmitted live. Teachers received in-service training on Saturdays. Broadcasts were followed by discussion and follow-up activities. Programme evaluations indicated that telestudents were learning as well as those in traditional classes as no significant difference was found in their achievement in Spanish and Mathematics. Some design problems were identified and a recommendation was that having students participate more actively in the learning process could improve the

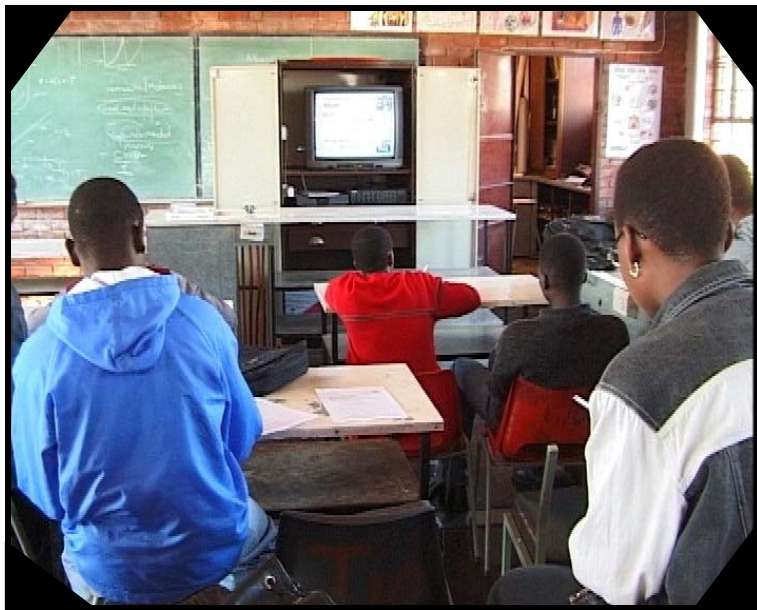
pedagogical approach. An innovation, which seemed to help presenters pace their lessons, better was the introduction of students to the studio during a live broadcast. Well-trained facilitators were also deemed essential. An obstacle encountered was the difficulty of obtaining spare parts for the equipment while a complex decision-making structure involving several role-players hampered progress at times (Edirisingha, 1999; Shrestha, 1997).

References

- Edirisingha, P. (1999). *Open and Distance Learning for Basic and Non-formal Education in Developing countries*. Paper presented at the Pan-Commonwealth Forum on Open Learning, Brunei.
- Shrestha, G. (1997). *A Review of Case Studies related to Distance Education in Developing Countries*. Retrieved 9 January, 2003, from <http://www.undp.org/info21/public/review/pb-revme.html>

ADDENDUM 5: PHOTOS of GRADE 12 TELETUKS VIEWERS





Interviews were conducted between 21 - 26 August 2003 at

- Cornerstone College - Gauteng
- Phelindaba Secondary- Gauteng
- Matome-Malatji High School - Limpopo
- Maphokwane High School – Limpopo
- Makikele Secondary - Limpopo
- Polokwane Maths Science and Technology Centre (MASTEC)- Limpopo

ADDENDUM 6: ETHICS DOCUMENTATION

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN SELECTED GAUTENG SCHOOLS PARTICIPATING IN *TELETUKS* WINTER SCHOOL 2003

As you are aware, one of the core functions of a university is research output and our registered students are required to access research sites to conduct their thesis research. This is an important service provided by schools and one that the Faculty of Education appreciates deeply.

Ms Rinelle Evans is currently doing project-specific research related to why Grade 12 learners do not interact with the presenter during transmissions of the University's in-house television channel - *TELETUKS*. One of her hypotheses relates to the possibility of inadequate oral proficiency in English - the language of instruction. In order to collect reliable data, she wishes to distribute a questionnaire followed by semi-structured interviews with both educators and selected learners. Attached is a brief outline of her research proposal (Appendix A). With this as background, I write on her behalf, requesting your permission to distribute a questionnaire to Grade 12 learners participating in the *TELETUKS* Winter School. Learners will be asked to complete it on Tuesday, 24 June at 11:00 during a break in transmissions. The completion remains voluntary and anonymous.

At present, schools have not yet indicated whether they will be viewing the televised lessons or participating in local initiatives. A list of schools equipped with interactive technology has been included - those we hope will participate again this year have been highlighted (Appendix B). We intend to distribute 50 questionnaires to these eight schools and the responsible teacher will be requested to supervise its completion that should not take longer than 15 minutes. Questionnaires will be returned to the researcher by self-stamped envelope. Schools will thus not incur any costs. Included is also an example of the questionnaire (Appendix C). We also anticipate that Ms Evans, accompanied by Ms Faith Ndlovu (Project Manager - *TELETUKS*) will visit four township schools during the winter school to interview volunteer Grade 12 learners on their experience of watching televised lessons. Furthermore, in September annually, one teacher from each participating school attends a review meeting on the main campus of the University. This year, we will formalise the feedback by recording the session. Staff participation will be voluntary and anonymity is guaranteed.

Apart from improving service delivery, the main purpose of this survey is to establish why learners do not interact with the presenters as presumed possible owing to bi-directional technology. Although this data collection forms part of the research Ms Evans is doing for the doctoral degree (Curriculum Studies), it will also furnish Ms Ndlovu with information required to effectively manage the *TELETUKS* community project.

Your co-operation would be highly valued and I look forward to your positive response.

Jonathan .D. Jansen
DEAN: Faculty of Education
University of Pretoria

9 June 2003

Dear Principal

Application: conducting research during *Teletuks* winter school 2003

I hereby request that you allow the teacher supervising the Grade 12 learners during the winter school to administer a short questionnaire to them during the transmission (Mathematics) on Wednesday 26 June.

- A break in transmission has been scheduled for 11:30 during which time the learners from selected schools will be asked to complete the questionnaire (please see copy included).
- There is no cost implication for the school as the University researcher is taking full responsibility for preparing and duplicating the questionnaires.
- After the teacher has handed out the questionnaires, procedures will be explained on air. It should take no longer than 20 minutes for the learners to answer all the questions.
- Please return the questionnaires in the envelope provided.
- **AIM:** The data collected from the learners will be used to establish possible reasons for low learner participation during the transmissions. This will enable us to make adaptations or improvements to our service.

Your assistance in this regard would be much appreciated. Please contact myself or Ms Rinelle Evans for further details.

Faith Ndlovu
Project Manager: TeleTuks
Telematic Learning & Education Innovation
University of Pretoria
faith@postino.up.ac.za
Tel: 012 420 5177
082 326 5673

Researcher: Rinelle Evan
School for Teacher Training
Faculty of Education
University of Pretoria
revans@postino.up.ac.za
Tel: 012 420 4272
083 732 0099

19 July 2003

Dear Principal

Application to conduct interviews (*Teletuks* winter school 2003)

Thank you for allowing the Grade 12 learners who attended the winter school to complete the questionnaire. During the second phase of our research, we require personal comments from the learners and thus request that the educator responsible for organising the *Teletuks* transmissions, identify learners who attended several sessions or who regularly watch during the week.

Ms Faith Ndlovu and Rinelle Evans would like to visit your school onafternoon to interview these learners after school. We would appreciate it if we could use a classroom for one hour. There is no cost implication for the school as the University takes full responsibility for preparing and duplicating the letters.

In order to meet ethical requirements, the parents of these learners must grant permission for their child to participate. Included in this correspondence are letters explaining the research project that the parents must please sign.

AIM: The data collected from the learners will be used to establish possible reasons for low learner participation during the transmissions. This will enable us to make adaptations or improvements to our community service.

Your assistance in this regard would be much appreciated. Please contact myself or Ms Rinelle Evans for further details.

Faith Ndlovu
Project Manager: *Teletuks*
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082 326 5673

Rinelle Evans
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revans@postino.up.ac.za
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19 July 2003

Dear Parent/Care giver

REQUEST FOR PERMISSION TO CONDUCT AN INTERVIEW WITH GRADE 12 LEARNERS PARTICIPATING IN TELETUKS 2003

One of the main functions of a university is to do research. Ms Rinelle Evans, a doctoral student from the Faculty of Education, is currently doing project-specific research related to why Grade 12 learners do not interact with the presenter during transmissions of the University's in-house television channel - *Teletuks*.

In order to collect valid information, she needs to speak to some learners who attended several winter school sessions in June or learners who regularly watch the *Teletuks* transmissions during the week. The discussion with the learners will help establish possible reasons for low learner participation during the transmissions. This will also enable us to make adaptations or improvements to our community service.

In order to meet ethical requirements, the parents of learners identified to take part in the interview, must grant permission for their child to participate by signing the enclosed form.

- The interview will take place just after school in a classroom.
- The interview will be conducted in English and last one hour.
- The interview will be tape-recorded.
- Learners will be interviewed as a small group.
- Learners have the right to remain anonymous.
- Learners have the right to withdraw from the interview at any time.
- Attached are examples of questions that will be asked.
- Rinelle Evans will conduct the interviews in the company of Faith Ndlovu, the project manager of *TeleTuks* schools.

With this as background, we request your permission to allow your son/daughter to attend the interview on.....at 14:00.

Please sign the form if you are comfortable with your child's participation. They must please bring this form to the interview.

Your co-operation is highly valued and we look forward to your positive response. Please contact either Ms Rinelle Evans or myself for further details.

Faith Ndlovu
Project Manager: *Teletuks*
Telematic Learning & Education Innovation
University of Pretoria
faith@postino.up.ac.za
Tel: 012 420 5177
082 326 5673

Rinelle Evans
School for Teacher Training
Faculty of Education
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EXAMPLES OF QUESTIONS

- Do you understand the presenter?
- What makes it difficult to understand the presenter?
- Does the presenter ask questions?
- Do you ask questions during transmissions?
- Why do you not ask questions?
- What would help you to ask questions?
- Do you ask your teacher questions when in class?
- Does watching *Teletuks* help you with your studies?

PERMISSION SLIP

I, (print name) hereby grant
permission for my child, to participate
in the interview to be held after school on the

Signed:

ADDENDUM 7: SURVEY QUESTIONNAIRE

TELETUKS Interactive Television survey June 2003										
UNIVERSITY of PRETORIA FACULTY OF EDUCATION										
We are trying to find out why learners do not often ask questions during a transmission. Read each question carefully and then please complete the form by marking the answers with a cross (x):										
For office use										
								Respondent number	V1	1-4
Office use only										
1	How old are you?									
	17 years			1	V2				5	
	18 years			2						
	19 years			3						
	20 years			4						
	Older than 20 years			5						
2	Are you ...?									
	Male			1	V3				6	
	Female			2						
3	Where do you live?		Rural	Urban						
	Gauteng	1	2		V4				7	
	Limpopo	3	4							
	North West	5	6							
	Mpumalanga	7	8							
4	What language(s) do you speak most often at home with your parents/caretakers?									
	Afrikaans			1	V5				8	
	English			2	V6				9	
	Ndebele			3	V7				10	
	Northern Sotho			4	V8				11	
	Southern Sotho			5	V9				12	
	Swati			6	V10				13	
	Tswana			7	V11				14	
	Tsonga			8	V12				15	
	Venda			9	V13				16	
	Xhosa			10	V14				17-18	
	Zulu			11	V15				19-20	
	Other (Specify):			12	V16				21-22	

13	Why did you decide to attend the winter school?			Yes	No														
	All my friends are attending			1	2	V75													83
	My teacher forced me to			1	2	V76													84
	My parents forced me to			1	2	V77													85
	My teachers do not explain well			1	2	V78													86
	I need to catch up on my work			1	2	V79													87
	I want to do well in the exams			1	2	V80													88
	I want to improve my marks			1	2	V81													89
	Other reasons:			1	2	V82													90
14	What are you planning to do next year?					V83													91
	To repeat Grade 12				1														
	To enrol for studies at a private college				2														
	To enrol for studies at a Technikon				3														
	To enrol for studies at a university				4														
	To find a job				5														
	Other:				6														
15	In which language would you have preferred to answer this questionnaire?					V84													92-93
	Afrikaans				1														
	English				2														
	Ndebele				3														
	Northern Sotho				4														
	Southern Sotho				5														
	Swati				6														
	Tswana				7														
	Tsonga				8														
	Venda				9														
	Xhosa				10														
	Zulu				11														
	Other:				12														
THANK YOU FOR TAKING THE TIME TO COMPLETE THIS FORM																			
PLEASE RETURN IT TO YOUR TEACHER OR THE UNIVERSITY																			
FIELD WORKER																			

ADDENDUM 8: COVER NOTES EXPLAINING RESEARCH INTENT

**FOR ATTENTION:
SUPERVISING TEACHER/FACILITATOR**

Survey: Winter school 2001
Low interactivity during televised lessons

Aim:

We are trying to establish why there is poor learner participation during televised lessons.

- We ask that the learners take answering these questions seriously.
- Please distribute this questionnaire to any learner who is willing to complete it.
- Each learner must only fill in such a questionnaire ONCE.
- Instructions will be given on air.
- Completed questionnaires must please be collected and returned in the envelope provided.

THANK YOU FOR YOUR TIME AND TROUBLE IN ADMINISTERING THIS SURVEY FOR US.

For further information or suggestions please contact Faith Ndlovu on 012 420 5177

9 June 2003

Dear Principal

Application: conducting research during TELETUKS winter school 2003

I hereby request that you allow the teacher supervising the Grade 12 learners during the winter school to administer a short questionnaire to them during the transmission (Mathematics) on Wednesday 26 June.

- A break in transmission has been scheduled for 11:30 during which time the learners from selected schools will be asked to complete the questionnaire (please see copy included).
- There is no cost implication for the school as the University researcher is taking full responsibility for preparing and duplicating the questionnaires.
- After the teacher has handed out the questionnaires, procedures will be explained on air. It should take no longer than 20 minutes for the learners to answer all the questions.
- Please return the questionnaires in the envelope provided.
- **AIM:** The data collected from the learners will be used to establish possible reasons for low learner participation during the transmissions. This will enable us to make adaptations or improvements to our service.

Your assistance in this regard would be much appreciated. Please contact myself or Ms Rinelle Evans for further details.

Faith Ndlovu
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ADDENDUM 9: QUESTIONNAIRE SURVEY - PARTICIPATING SCHOOLS 2001 -2003

Questionnaires 2001 (pilot study)		
SCHOOL	PROVINCE	RESPONDENTS
D. H. Peta	Gauteng township	1 – 40 (40)
Flavius Mareka	Gauteng township	41- 98 (58)
Witbank Learning Centre	Mpumalanga semi-rural	99 – 110 (12)
Polokwane Learning Centre	Limpopo rural	111 – 115 (5)
Rustenburg Educational College	North West township	116- 130 (14)
Phateng Comprehensive	Gauteng township	131-171 (41)
Ribane-Laka Secondary	Gauteng township	172 –202 (30)
Questionnaires 2002		
SCHOOL	PROVINCE	RESPONDENTS
Cornerstone College	Gauteng, urban private	1 –30 (30)
Rustenburg Learning Centre	North West, semi-rural	31- 62 (31)
Hoxani College	Mpumalanga province rural	63 – 82 (19)
Holy Trinity (Atteridgeville)	Gauteng urban township	83 –115 (32)
Backenberg	Limpopo, rural	116 – 168 (52)
Questionnaires 2003		
SCHOOL	PROVINCE	RESPONDENTS
Polokwane Learning Centre	Limpopo rural	1- 12 (12)
Bokamoso Secondary School	North West semi-rural	13- 37 (25)
ME Makgato Secondary School	Limpopo urban	38-55 (18)
Makgetse High School	Limpopo rural	56- 79 (24)
???	Limpopo rural	80 – 104 (25)
H/S Sikhululekile (Hammanskraal)	North West semi-rural	105 –115 (10)

**ADDENDUM 10: SEMI-STRUCTURED PERSONAL INTERVIEWS
(LEARNERS)**

To establish rapport, ask general questions pertaining to school matters and issues that would interest Grade 12 learners.

- 1 Why do you attend the televised lessons?
- 2 How are they different to those you have at school?
- 3 How must you adapt your learning style for a teacher who cannot see you?
- 4 What makes it easy watching these lessons?
- 5 What makes it difficult?
- 6 How have these transmissions influenced your academic progress?
- 7 What suggestions would you like to make to us (University of Pretoria)?