THE CONTRIBUTION OF AN EDUCATION INDUCTION PROGRAMME TO ACADEMIC PROFESSIONAL FORMATION

by

Matshidiso Faith Mathibedi
(01299921)

Full dissertation submitted in partial fulfilment

of the requirements for the degree

Master of Education

Department of Education Management and Policy Studies

Faculty of Education

at the

UNIVERSITY OF PRETORIA

Supervisor: Prof. Chaya Herman

July 2019

DECLARATION OF ORIGINALITY

I, Matshidiso Faith Mathibedi, declare that this dissertation is my own original work and that I have not previously submitted it in its entirety or in part for a degree at any university. All sources have been identified and acknowledged by means of complete references.

_____ _____

Signature **Date**

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA
Faculty of Education

RESEARCH ETHICS COMMITTEE

CLEARANCE CERTIFICATE	CLEARANCE NUMBER: **EM 15/08/01**
DEGREE AND PROJECT	MEd The contribution of an education induction programme to academic professional formation
INVESTIGATOR	Ms Faith Mathibedi
DEPARTMENT	Education Management and Policy Studies
APPROVAL TO COMMENCE STUDY	18 April 2016
DATE OF CLEARANCE CERTIFICATE	12 March 2019

CHAIRPERSON OF ETHICS COMMITTEE: Prof Liesel Ebersöhn

CC Ms Bronwynne Swarts
Prof Chaya Herman

This Ethics Clearance Certificate should be read in conjunction with the Integrated Declaration Form (D08) which specifies details regarding:

- Compliance with approved research protocol,
- No significant changes,
- Informed consent/assent,
- Adverse experience or undue risk,
- Registered title, and
- Data storage requirements.

DECLARATION OF EDITING

11 January 2019

TO WHOM IT MAY CONCERN

This is to confirm that I have language edited and proof-read the dissertation by **Matshidiso Faith Mathibedi** entitled:

THE CONTRIBUTION OF AN EDUCATION INDUCTION PROGRAMME TO ACADEMIC PROFESSIONAL FORMATION

The language editing/proof-reading process included the checking of spelling, punctuation, syntax and expression. An attempt was made to simplify complex sentences and, where necessary, combine short sentences to clarify meaning. Attention was given to the use of various language elements, such as prepositions, consistency in language usage and formatting as well as capital letters and punctuation.

Prof. Walter Greyvenstein (D Litt et Phil; ITHD; LTCL)
44 Second Street
Linden
Johannesburg
2195

Tel. No. +27 11782 6174
E-mail: wgreyven@lantic.net

ACKNOWLEDGEMENTS

I would like to thank God for granting me the privilege to pursue this study.

Thank you to my colleagues for the 'push'; Dr Sanet Haupt, thank you for your encouragement and support, I am truly grateful.

A special thank you to Dr Rejoice Nsibande for being my academic writing mentor. Thank you for your teachings, your guidance and being my critical reader. There are no other words to express my gratitude – thank you very much.

My gratitude also goes to my family and friends who supported me throughout this study. To my children, Gugulethu, Gomolemo and Galaletsang, thank you for your faith in me and for your motivation and your belief in my capability. Thank you Mama for your love, support and - most of all - your encouragement. To my Papa, whose life reminds me of the value of time and significance of education!

To my husband Moherane, this is your achievement too. Thank you for staying up with me late at night; for your support, inspiration and your belief in my capability as a researcher. You are my greatest cheer leader – ke a leboga Phala!

A special thank you to Chaya (Prof. Chaya Herman), my supervisor, who insisted I call her by her first name – you are the best. I am grateful for the confidence you have in my potential, for the academic lessons and your patience as well as your guidance and commitment to my study. I appreciate your feedback that nurtured my development – ke leboga go menagane!

ABSTRACT

In terms of the compulsory attendance of professional development programmes by newly appointed academics joining higher education institutions, many studies report on attendees' experiences of the programmes and not on their value in the professional formation of "teachers". Researchers, such as Ferman (2002), Dall'Alba (2009), Ginns, Kitay and Prosser (2010) and Cilliers and Herman (2010), raise issues concerning the evaluation and impact of such developmental programmes for academics' orientation. In a review of the relevant available literature on the effectiveness of academic training programmes Stes, Mieke and Petegem (2007) suggest that further research should be carried out to analyse the influence of induction programmes on academics' teaching practices and on their teaching contexts.

This qualitative study explored the value and contribution of an Induction Programme to the professional formation of early-career academics in a South African research-intensive higher education institution. A case study design using semi-structured interviews with early-career academics and document analysis was utilised to obtain an in-depth understanding of the growth process and the meaning early-career academics assign to their experience of the induction programme in their contexts. Wenger's Social Theory of Learning (2009) which integrates components of meaning, identity, practice and community that characterize social participation as a process of learning and knowing, proved to be a useful approach to conceptualise the process of professional formation in this study.

The study attempted to understand the dynamics of professional development and, more specifically, to explore and reach an understanding of the influence that induction has on new academics' actions in practice and on accounts of their professional growth process within the context of a "research-intensive" university. According to preliminary findings, learning and development are neither lineal nor dependent on formal learning structures but rather that the phenomenon of formation is complex; thereby, advocating a rethink of academic staff development practice in higher education.

Key words: Professional development; induction programme; professional formation; professional learning; social theory of learning.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER 1
INTRODUCTION

1.1 Overview

This study explored the contribution of an Induction Programme (IP) to the professional formation of early-career academics (ECAs) in a South African research-intensive higher education institution. It attempted to understand the dynamics of professional development by specifically exploring the influence induction has on new academics' actions in practice and their accounts of their professional growth process within the context of a "research-intensive university". McAlpine, Amundsen, Clement and Light (2009) argue that satisfaction ratings following an induction programme do not address the critical question expressed by Sharp (2004) in Knight, Tait and Yorke (2006:319): *"How do professionals learn and develop?"* Ginns, Kitay and Prosser (2010) emphasise that the extent to which the knowledge, skills and attitudes developed by these programmes transfer back into the workplace has not been assessed systematically - with inadequate feedback given to programme developers. In this study, the researcher drew on and expanded Sharp's question in order to solicit an insight into factors that facilitate academics' professional development processes after they had attended their induction programme.

This chapter begins with a description of the background that framed the study, followed by the problem statement, research question and sub-questions, rationale, an Induction Programme context and insider researcher perspectives. The chapter concludes with a chapter outline of the dissertation.

1.2 Background and Context

Substantial changes in the organization and nature of academia and academic work have taken place over time, especially in South Africa post-1994. Those changes formed part of an uprising in South Africa with students demanding a response to the new dynamics, transformation and accountability in the higher education sector (Jawitz, 2009). Consequently, higher education witnessed a proliferation and diversification of job roles and specifications (Archer, 2008) with changes in student profiles, curriculum reform, institutional cultures and the use of technology in

facilitating learning. Most higher education institutions put academic orientation programmes in place to address changes and to respond to the national call for "academic development structures and programmes" (DoE - White Paper, 1997:17); some universities introduced "accredited professional development courses" for teaching staff (Quinn, 2003:61).

In South Africa academic development was introduced in higher education in the early 1980s in response to the needs of black students who were accepted to study at traditionally white universities (Boughey, 2010). Although this academic development initiative was aimed at promoting student equity and equality, Vilakazi and Tema (1985) argue that it was not students who needed development but the universities themselves. Subsequently, Centres of Teaching and Learning were established in response to policy and other developments that took place globally as well as at a national level to address the 'infusion' of student support into teaching and learning by developing academic staff members (Boughey, 2005). These centres not only supported student academic development but also provided capacity development in academic staff members as professional educators. In these centres academic staff developers, also referred to as academic staff advisors, are mandated - among other things – to facilitate professional development interventions and provide support initiatives to develop expertise in teaching practice.

The support department for teaching and learning at the South African Research-Intensive University (RIU) that was used in this study is one such centre for supporting academic development and teaching and learning activities. One of the professional activities offered by the Academic Staff Developers' unit within this department is the Induction Programme (IP) (RIU Senate, 2010) and it is the programme that was researched in this study. The IP is an academic staff members' teaching and learning orientation programme aimed at inducting newly appointed academics into the teaching and learning practices of the university. Newly appointed academics include both early-career academics (ECAs) and appointees with teaching experience from other institutions. All new academic appointees are expected to attend the induction programme within the first two years of their appointment in order to be eligible for a permanent post. The assumption is that ECAs are discipline specialists who, generally, do not possess 'teaching' qualifications and, therefore, require induction to teaching, research and community engagement in higher education. New academic

appointees with a formal higher education teaching qualification or with extensive higher education teaching experience may apply to the dean of their faculty for exemption from attending this induction programme.

Induction programmes are used in many higher education institutions to orientate newcomers to the profession; they are intended to ensure that members of staff are confident in their delivery of quality teaching (Huber, Hoadley & Wood, 2011) and that they are integrated into the wider university community, its culture and its systems. Trowler and Knight (1999:180) claim that induction programmes used as part of the professional development of ECAs are "founded on a theory of acquisition of knowledge, understanding and practices which has not been explicit or evaluated." They recommend that professional orientation practices should be grounded within the context of organisational socialisation. In addition, Stes, Mieke and Petegem (2007) suggest that research should be carried out to analyse the influence that induction programmes have on academics' teaching practices and their teaching context. The studies should rigorously probe the different factors and conditions that encourage the transfer of learning (Ginns, Kitay & Prosser, 2010) as well as the importance of social interaction during the processes of acquisition of knowledge and identity construction (Trowler & Knight, 1999). Ferman (2002), Dall'Alba (2009), Ginns, Kitay and Prosser (2010) and Cilliers and Herman (2010) raise issues concerning evaluation and the impact of developmental programmes on the orientation of academics into the field of higher education. In response to suggestions made by these researchers, this study seeks to examine how - if at all - the IP contributes to the professional formation of ECAs and how they engage with practice after attending the IP at this RIU.

According to Cilliers and Herman (2010), a research-intensive university is one where the stature of teaching has historically been less than that of research. The 2025 Strategic Plan vision of the university under study presents it as a leading research-intensive university in Africa, enabled by its teaching and learning strategy of aligning teaching and research through inquiry-led curricula to lay the foundation for postgraduate studies. For that reason, the context within which this study was conducted is significant in determining its influence on ECAs' learning processes and the application of the learning in their contexts. The intention of the induction

programme is to provide ECAs with the tools to navigate the field of higher education structures and ways of doing and knowing in their role as academics - not only as disciplinary specialists but also specialisation educators.

1.2.1 Problem Statement

Numerous studies report on academics' experiences of programmes aimed at inducting them into their role as 'teachers' in higher education (Ferman, 2002; Dall'Alba, 2009; McAlpine *et al*., 2009; Ginns *et al*., 2010; Cilliers and Herman, 2010). However, very few of these studies address the value of the experience for academics' professional formation as 'teachers'. They direct the research focus more at the evaluation and impact of developmental programmes aimed at orientating academics into their fields of expertise. Stes *et al.* (2007) suggest that research needs to be carried out on the effectiveness of academic training programmes in order to analyse the effect of these programmes on academics' teaching practices and development. This view is repeated in a recent South African project on 'enhancing higher education academics as teachers' by the Council on Higher Education (CHE, 2015) which found that early career academics' development as competent 'teachers' over time is not continuous and systematic.

1.3 Research Questions

The main research question asked in this study is: *How does an Induction Programme (IP) contribute to the professional formation of early career academics (ECAs) in a research-intensive university?*

The sub-questions in this study that support the main question are the following:

1) *How have the ECAs experienced the IP?*
2) *How has the IP influenced ECAs' practice?*
3) *How has the IP facilitated the integration of ECAs into the institution?*
4) *What are ECAs' perceptions of their professional identity development after attending the IP?*

In order to answer the main research question and the sub-questions, a qualitative case study was conducted. Data was collected on three levels: document analysis,

observation and interviews. Document data was collected from the attendees of the IP by means of quantitative and qualitative feedback at the end of each of the three days of the IP and the overall evaluation of the programme. Observation data was gathered from evaluation records of three lecture observations the researcher attended and from notes compiled during unstructured observations at the IP follow-up session presentations and discussions. Further data was obtained from semi-structured interviews with seven academics who attended the programme less than two years after attendance of the IP. The sample excluded academics with any teaching experience prior to joining the RIU.

1.4 Theoretical Framework

Wenger's (1998) Social Theory of Learning was deemed most appropriate as a lens to understand the professional formation of academics. This theoretical framework provided a base for understanding and framing the professional formation of ECAs learning processes, their experiences of the IP, its facilitation of academics' integration into the institution and their perceptions of their identity development after attending the programme. The framework was further used to inform the interview schedule; to code the data during the data-analysis process; and the direct deliberations in identifying factors that contribute to the professional formation of ECAs.

1.5 Rationale

The rationale for this study arose first from the researcher's "*personal goal"* to understand the dynamics of the professional development of academics as a facilitator of the programme. Secondly, from her "*intellectual goal"* to bridge a gap in knowledge on the influence of an induction programme for academics' actions as they engaged with their teaching functions after attending the programme and the accounts they gave of their professional growth process within their wider context, i.e., a research-intensive university (Maxwell, 2008:219). To date, evaluations of the current IP at the RIU have focused on measures of participant satisfaction from feedback reports and lecture observation by an academic developer to assess the demonstration of best practices learnt during IP and the observation that takes place three months after participants have attended the IP. In confirmation of the inadequacies of the latter practices, Ginns *et al.* (2010) contend that the degree to which attitudes, competencies and knowledge gained at these developmental opportunities are transferred back to

practice have not been methodically evaluated and there has been insufficient feedback to facilitators of such programmes. In addition, Bamber (2002) also established a lack of proof concerning the impact that these educational development programmes have. The IP reflective statements from attendees often suggest a contemplation of change of practice and an appreciation of learning from others and from their experiences that have created a natural community of practice for ECAs. However, these statements do not provide a systematic evaluation of what ECAs have learnt; whether their practice has improved after attending the IP; or if they have developed in their teaching capacity. In the next section Induction Programme and the researcher's role in this programme is described.

1.6 The Induction Programme at RUI

The goal of the programme is to induct ECAs and to assist them to achieve the following outcomes: understand the RIU's teaching and learning context; know university students and how they learn; acknowledge transformation, its impact on curriculum and on student diversity; identify and explore various teaching methods' and modes' strengths, weaknesses and possibilities for application; plan and facilitate various rich learning opportunities in a blended learning environment; design, develop and review a curriculum; to plan and implement accountable assessment; plan and pursue personal development as a proponent of teaching and learning; and understand the university's research vision and its support structures and systems.

The programme has both online and contact components of facilitation to demonstrate the university's hybrid teaching and learning approach. There is an online activity which attendees need to engage in by contributing to a group activity prior to attending the face-to-face session on learning theories. Facilitators and guest presenters of the programme include the Research Innovation Department's personnel and the Teaching and Learning Support Department's staff members as well as guest speakers who may be members of Senior Management and guest lecturers and panel members who share their personal experiences and best practices. The programme follows a two-dimensional design where process and content are considered to be equally important. Processes of facilitation refer to teaching methods and approaches used by facilitators. The process dimension is demonstrated during the facilitation process and is, therefore, experienced with no dedicated session on "teaching

methods" and is reflected on at the end of each day. The content dimension includes the curriculum related to the respective topics that underpin knowledge, skills and theories. Feedback obtained at the end of each day and the overall evaluation is consolidated by the Programme Coordinator who compiles a report which is used by facilitators of the programme to reflect on their sessions and for record purposes at the Skills Development Office.

There is a follow-up session three to four months after the IP for attendees who have met the requirements to receive their Certificate of Attendance. During the period between attendance and the follow-up session, attendees are expected to invite their Academic Staff Developer to conduct a lecture observation at which the academics showcase their implementation of best practices experienced and learnt at the IP. At a follow-up session, attendees give a ten-minute presentation to share their experiences of what they implemented, including successes and challenges. At the end of each presentation, fellow colleagues comment and Academic Staff Developers offer further advice and support.

1.7 Insider Researcher

This researcher is involved with academics in her capacity of what is generally referred to as an Academic Staff Developer. She is the first point of call in teaching and learning matters within the faculty to which she is assigned as well as part of a team that provides teaching and learning support, including developmental initiatives for academic staff. This section of the study outlines her position as an insider researcher and discusses her 'location' within the research process as an insider researcher, being one of the facilitators at the IP which is one of the training activities on offer.

As an insider-researcher, the researcher has privileged access to data but she is required to respect an ethical code and not lose objectivity in the study by making assumptions about the research (Unluer, 2012). Therefore, she had to reflect continuously on her assumptions. Being an insider-researcher she had a greater understanding of the culture under scrutiny, including institutional politics and the natural flow of social interaction. Having a knowledge of the formal and informal procedures and other logistical aspects of accessing data records helped her with the facilitation of the research process but it also disadvantaged the ethical clearance process as the subjects of the study were academics and colleagues. Therefore, the

ethical clearance process took longer than usual. During the process of the study, the researcher had to be constantly conscious of her multiple roles (Unluer, 2012) as facilitator, colleague and researcher and try to avoid assuming meanings of participants and their views by presenting the findings in the voices of the participants. She was aware of her closeness to the IP which could hinder objective data collection and analysis by overlooking certain routine behaviour and the fact that participants may have assumed that she already knew what they know or provide responses that they thought were what she wanted - a phenomenon that Maxwell (1996) refers to as participant reactivity. For that reason, she clarified the intention of the study to the participants and shared the value of objective responses to the questions in the invitation letter sent to them after confirming their willingness to participate in the study.

As an academic developer, the researcher brought her philosophical assumptions, values, experiences and interpretations to this study. She acknowledges that her background influenced the choices she made concerning the approach and methodology in conducting the research. Since joining the unit of academic developers within this support department she has been intrigued by the learning processes of academic newcomers and their adjustment in the higher education landscape as well as the diversity of the level and extent of their attitudes to teaching and learning. She has questioned the impact of academic developers' practices and wondered whether the IP adds value to the early career academics' teaching practices and their growth as 'teachers'. The researcher was also curious about academics' perceptions of their development in the evolving academic sphere; the volume of their responsibilities in terms of student success, research output demands and legislative demands that include the transformation of the curriculum and service through community engagement activities - amongst others. She took cognisance of her perception of the university context: that the institution being studied has its way of operating; that cultures and practices vary within the respective faculties and departments; and that all these dynamics have an influence to individual ECA's professional formation.

As an academic developer studying the views and perceptions of academics, the researcher was aware of the importance of her role and personal experiences in influencing the project. It was, therefore, her view that in acknowledging her position she was mindful of, and alert to, her biases in terms of the study and the process; she continuously reflected on her actions and acted ethically throughout the research

process. Consequently, her values and beliefs underpinned the approach adopted in this research project and her position within it. During the process of the study she became more aware of her assumptions concerning learning and development.

1.8 Outline of Chapters

This dissertation is divided into the following seven chapters:

- Chapter 1 provides potential readers with an introduction to the research project and overview of this study.
- The literature review in Chapter 2 explores professional development and the respective understandings and meanings associated with developmental programmes and activities as a context for an induction programme for newly appointed academics. The review discusses induction programmes aimed at developing academics' teaching capacity and professional learning that is assumed to lead to the phenomenon of professional formation. The chapter concludes with a summary of the reviewed literature on professional development, induction programmes, professional learning and professional formation.
- Chapter 3 contains a review of the Social Theory of Learning (Wenger, 1998) as the theoretical framework used for this study. The review encompasses the theory's background history; studies related to its use, including criticisms; and the justification of the relevance of this framework in this research. This framework was deemed a most appropriate lens for this study.
- Chapter 4 sets out the research methodology used in the study. It explains the use of qualitative research methodology and the case study design and it describes the design, methods, instruments and processes used to collect and analyse the data. It provides a further overview of the validity aspects and ethical considerations of this study.
- Chapter 5 gives the qualitative findings obtained during the research. The following four key themes emerged from the data which corresponded with the research sub-questions:
    a) Participants' views and perceptions of their experiences of the IP (linked to research Sub-question 1)

b) Participants' views and perceptions of the influence of the IP on their practice (linked to research Sub-question 2).
c) Participants' views on the IP's contribution to the facilitation of the integration of participants into the institution (linked to research Sub-question 3).
d) Participants' views and perceptions on the development of their professional identity after the IP (linked to research Sub- question 4).

- Chapter 6 is an analysis and discussion of the data. The findings are presented in terms of the four central themes that aligned with the theoretical framework.
- Chapter 7 concludes the study by presenting a synthesis of the findings; cites the limitations of the study; makes recommendations and concluding comments concerning the study.

1.9 Conclusion

Chapter 1 introduced the research project and gave an overview of this study. It set out the research questions, the theoretical framework and the rationale behind the research. A full description of the academic induction programme at RUI was followed by that of an insider researcher and an outline of the chapters in this dissertation. The next chapter, Chapter 2, is a review of the relevant available literature related to the topic of the study.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter is a review of the relevant available literature that has informed this research project on the professional development of academics in higher education through induction programmes aimed at developing early-career academics' (ECAs') teaching capacity. During the research, reference to the literature was on-going throughout all the phases of the study. The first section of the review explores different understandings and meanings of professional development within the higher education context as it forms the basis of all developmental activities, including induction programmes. The following section focuses on academic staff induction programmes aimed at developing ECAs' teaching capacity, taking into account the theoretical constructs related to their professional development within the institution as a community of practice. The third and fourth sections explore the interconnectedness of constructs related to academics' professional learning that is assumed to take place during their attendance of an induction programme and their professional formation post-attendance. Although sometimes used interchangeably as part of professional development, the constructs 'professional learning' (Knight & Yorke, 2006) and 'professional formation' (Baume, Knight, Tait & Yorke, 2005) in this study are seen as a form flow in the process of learning to becoming.

In the reviewed literature professional learning appears to be the main aim of professional development programmes, like an induction course and professional formation that is a trajectory of becoming (Dall'Alba, 2009). These two constructs inform academics' processes of knowing and being (Dall'Alba, 2009); they are explored further in the latter part of this chapter to provide a better understanding of how they were linked to this research and the broader concept of professional development. The researcher recognises that the segments of these sections are artificial because they overlap but they do provide a clear structure for narrating the processes of formation in a professional development course aimed at developing ECAs. The final section draws together the facets of these divisions in order to help understand the interplay and interdependence of the concepts in the process of ECAs

professional development within a community of practice in higher education institutions.

There are many studies that examine the higher education context and aspects of influence on academic development drawn largely from an academic developer's position and often characterised by event feedback reports of attendee's experiences of relevant workshops (McAlpine, Amundsen, Clement & Light, 2009; Kang, Cha & Ha, 2013; Postareff, Lindblom-Ylänne & Nevgi, 2007). The workshops are often evaluated by means of participant satisfaction feedback forms (Cilliers & Herman, 2010) but some are based on developers' reflections of the experiences of attendees on the facilitation and content of the induction programmes. Knight, Tait and Yorke (2006) claim that such evaluations tend to report on participants' workshop experiences and are related to their expectations and feelings – even when their expectations were different from the assumptions and values underpinning the design of the programme (McAlpine *et al.*, 2009). However, the extent to which knowledge, skills and attitudes are enhanced through these development programmes and "transfer[red] back to the workplace has not been assessed systematically" (Ginns, Kitay & Prosser, 2010:236); they are often evaluated with anecdotal feedback to programme developers (Bamber, 2002). Several studies also report on a lack of proof of impact of learning programmes (Prebble, Hargraves, Leach, Naidoo, Suddaby & Zepke, 2004; Postareff *et al.,* 2007; Bamber, 2008). According to Stes and Petegen (2011), non-empirical evidence provides participant's reflective feedback that contemplates change that is often not underpinned by theory and, therefore, they argue for a move beyond participant feedback which this study attempts to do.

From the brief summary above, the researcher has attempted to make a case for the value of professional development through academic staff induction programmes which cannot be underrated. Dall'Alba (2009) asserts that newcomers require preparation for the challenges of tertiary teaching practice as they enter the profession. The following section discusses professional development as a contextual underpinning for induction programmes for developing academics professionally.

2.2 Professional Development in Context

Professional development in context takes into account an understanding of the process and approaches used; professional development, in general, as well as in

communities of practice. It also includes an examination of the process in South Africa and an evaluation of professional development activities.

2.2.1 Professional development understanding and approaches

In a continuously challenging and complex higher education environment where academics need a range of skills, including teaching and dealing with student diversity; addressing political influences and social dynamics; curriculum transformation and many others - understanding what constitutes effective professional development is fundamental in the development of professional identities of academics (Ferman, 2002; Trede, Macklin & Bridges, 2012). In his study, *Continuing professional development: Voices from below*, Crawford (2009) is of the opinion that the concept of on-going professional development in higher education is fluid, biased and hypothetically has several contestable meanings that are evident in the concepts used in professional development discourses. The concepts include, but are not limited to: academic development (Dempster, Benfield & Francis, 2012); academic staff development (Quinn, 2012); educational professional development (Knight, 2006); educational development (Gibbs, 2013); teaching development (Jawitz & Perez, 2015); and professional development (Lisewski, 2005; Hicks, Smigiel, Wilson & Luzenckjy, 2010). The respective researchers and scholars use these constructs to explain their understanding of higher education teachers' professional development. However, as it is beyond the scope of this study to unpack all the constructs, this study focused on the general meaning of professional development as a contextual basis of induction programmes; professional learning as an envisioned outcome of orientation; and professional formation as an anticipated influence of the learning.

The explanations and approaches that follow illustrate the different understandings and multi-dimensional facets of professional development as explored and understood by respective researchers and scholars. Dempster, Benfield and Francis (2012:135) explain academic development as a model that is "fundamental to successfully embedding new modes of delivery, is learner-centred, evidence informed in its design and developed in a peer supported environment." Quinn (2012:69 and 81) explains academic staff development as "crucial for professional practice and includes activities aimed at professionalising academic practice - conceptualised as critical engagement with theory and practice and implemented in ways which academic staff find useful."

Knight (2006:32) defines educational professional development as a "range of curricula from tips for hard-pressed teachers, to familiarising colleagues with affordances of a virtual learning environment through to the practices of course design" and Gibbs (2013) understands educational development to be a process engaged in activities aimed at developing a university's teaching and learning involving different foci with diverse beliefs about what is significant and different levers that involve different expertise.

Hicks, Smigiel, Wilson and Luzenckjy (2010:39) describe professional development in terms of a combination of three stages of development: firstly, as teaching foundation or "induction" programmes for new university teachers; secondly, as on-going professional development that includes general career development; and, thirdly, as leadership development or as renewal for experienced teachers which includes further support and membership of communities of practice. Adding to Hicks *et al.*'s (2010) explicit explanation of the stages of professional development from entry level to continuous professional development, Centra (1989, in Stes & Petegen, 2011) agrees that the scope of professional development concerns the entire career development of academics which includes other key responsibilities of research and community engagement. All of the above explanations are about developing higher education teachers professionally and, according to Lisewski (2005:14), in pursuit of improving teaching and learning the professional development context should include the development of learning processes that maintain "cross-sector learning between formal centralised and informal decentralised communities of practice."

Sharing Centra's view, the Academic Professional Development Policy (RIU, 2010) of the institution that was studied defines professional development as training or education opportunities aimed at enhancing learning facilitation, research/publication, community service management and administrative skills - not subject specific knowledge. In contrast, Clegg (2009) maintains that academic development encompasses all other terms of a discourse that shapes and influences teaching and learning, exclusive of research and community engagement. In addition, Stes and Petegen (2011:461) believe that faculty development and academic development have the same focus as professional development and include organisational development – confirming variations in the use of the respective terms and concepts and their meanings. They point out that professional development comprises the

whole vocational development of academics and it expands its scope of teaching to include all developmental opportunities related to academics' professional growth, including research and other responsibilities.

Even though the respective terms, concepts and the extent of their meanings vary, the understandings and explanations above draw attention to the all-encompassing purpose of professional development as being intended to advance the efficiency of academics in their professional roles. This is further confirmed in the results of a study that evaluated professional development in the education and development of new teachers in higher education; it identified four models that underpin developmental courses for new teachers in higher education and concluded that there is a lack of shared explicit language of understanding professional development (Pill, 2005). Although the discourse lacks a common language, it reflects professional development as a process of academic growth or a means of improving skills, knowledge and attitudes. However, it cannot be assumed that the concept of professional development is uncontested (Kennedy, 2005), especially with all the developments and interest in academic professional development initiatives nationally and globally.

2.2.2 Professional development

Professional development may be considered in terms of personal professional development and professional development as a scholarly approach as well as professional development in communities of practice.

2.2.2.1 Personal professional development

As the world evolves, teaching in higher education institutions has become intricate; academics have a range of responsibilities within confines that are more blurred than in other systems of education and, therefore, require development in their teaching profession (Lisewski, 2005). After conceptualizing central, scheduled and formal processes of specialised training development, Trowler and Knight (2000:36) share a different perspective: that the process of professional development is a "rational-cognitive model of learning." They are of the opinion that learning may be seen as personal, perpetual, accumulative, dependent on the situation and primarily practical in nature. The argument is partly affirmed by Eraut (1994) who, in an earlier study, established that the context within which professional knowledge is acquired is just as important. The professional development context which, if different from personal

conviction, can also be resisted; the findings of Jawitz and Perez (2015) produced evidence of academics who embraced professional development in 'teaching' despite the institutions' dominance in research support and indifference to professional development in teaching. In order to understand this resistance, Quinn (2012) suggests that what is significant in development practice is that academic staff development should be underpinned by theory and the creation of conditions that encourage participation in development activities. In addition, Eraut (1994) further argues that these development experiences are also influenced by support structures and institutional cultures within which academics practice.

2.2.2.2 Professional development as a scholarly approach

According to McDonald and Stockley (2008), professional development over the last four decades has moved from organised instructional improvement activities to action research in teaching and learning activities. This stance is supported by opinions that frame teaching and learning as a scholarly activity (Ginns *et al.,* 2010). It is evident in the promotion of "Action Research" on own practice by scholars like Zuber-Skerrit and Fletcher (2007) who advocate continuous self-reflection scientific studies for improvement of practice and self-development.

2.2.2.3 Professional development in communities of practice

Lisewski (2005) believes that professional development should be problem-based and communally constructed by individual academics in their particular communities of practice. The suggestion is that it would be ideal if a community of practice offered a setting that cultivates learning and proficiency improvement through participative activities. This line of argument appears to be related to that of Ginns *et al.* (2010) that rigorous development programmes to advance practice in tertiary institutions and teaching practices should be placed in the wider organisational context. Participation in these professional development events, specifically in terms of teaching, provides academics with access to a supportive community (Jawitz & Perez, 2015). Wenger (1998:4) refers to this communal social learning space of sharing as a "Social Theory of Learning that integrates components of meaning, identity, practice and community necessary to characterise social participation as a process of learning and knowing." A theory relevant and appropriate to use as a basis for this study is explained in detail in the next chapter. While the above sections have highlighted professional

development's personal and scholarly approaches perspectives to a communal activity, the section that follows is an overview of the context of South African higher education academics' professional development.

2.2.3 Professional development in South Africa

Post-1994 in South Africa the higher education context still bears the aftermath of apartheid policies and inequalities in diverse student body characteristics and needs (Leibowitz, 2014) including cognitive, social and economic inequalities; unprecedented global technological advancements; changing workplace demands; and political, economic, social and educational pressures. Over and above administrative tasks and keeping up with the afore-mentioned influences, teaching, research and community engagement remain the core responsibilities of academics. All these dynamics have a bearing on the development of academic practitioners - even more so for the teaching development of ECAs - and places pressure on academic staff development practitioners. These practitioners, referred to in this dissertation as Academic Staff Developers, are expected to organise, co-ordinate and facilitate professional development activities that respond to academics' individual needs, department expectations and institutions' visions and strategies (McAlpine *et al.,* 2009) as well as government priorities.

In South Africa the context is made more complex by its apartheid past with changes in the landscape of higher education, ranking, government compliance expectations, legislation and other internal and external pressures. In recognition of this and as part of the global higher education landscape, South Africa is still in the process of up-skilling its higher education academic workforce (Zuber-Skerritt & Fletcher, 2007) through the establishment of academic staff support departments to respond to respective government transformation and development initiatives aimed at developing academics' teaching capacity. Besides the South African political landscape, national and international pressure has also been mounting to advance teaching practice excellence in higher education by means of more rigorous and intentional professional development initiatives. While the value of developing academics is embraced, there are diverse sentiments concerning its organisation and form.

The latest South African baseline information on how higher education institutions engage with the first focus area of the Quality Enhancement Project (QEP), "Enhancing academics as Teachers", is contained in the Centre for Higher Education's (CHE) Phase 1 (2015) report. In brief, this focus area aims at enhancing academic's understanding of effective pedagogical and assessment practices and how to draw up educationally sound curricula (CHE, 2015). The QEP aimed to highlight institutional academic development gaps that may hinder students' learning and success. The report reflects inconsistencies in what respective higher education institutions provide as professional development opportunities for their academics; individual universities are expected to commit to ways of mitigating the gaps in order to enhance academics' teaching capacities. According to the report, the respective professional development practice offered by the different higher education institutions range from once-off courses of a few days to formal teaching qualification offerings. While the report provides a reflective piece of engagement in this specific focus area, it lacks the support of empirical studies conducted by institutions in researching their teaching and learning professional development practices. The report is silent on any studies conducted on the impact or effect of development initiatives on the professional growth of academics, their teaching practice or student learning. This is despite Desimone (2009) pointing out that in studies carried out ten years earlier his study already acknowledged a need for more empirically valid methods of approaching professional development in the higher education sector.

However, Leibowitz, Bozalek, Winberg and Van Schalkwyk's (2015) South African study heeded the call and explored features that hinder or facilitate teaching excellence and skills development. The study suggests that professional development occurs on a continuum from formal to less formal activities, based on natural internship and situated learning. Nonetheless, Leibowitz *et al.'s* (2015) findings do not report the development or reflection on the scholarly development process. Another study that heeded Desimone's call was by Cilliers and Herman (2010) who researched the impact of an education developmental programme on teaching and practice in another South African research-intensive university. According to the findings of the study, participants perceived the programme to have had a positive influence to their attitudes and perceptions; influenced change in their behaviour and organisational practice; facilitated the acquisition of knowledge and skills; benefited them in

increasing their chances for promotion; and improved student learning. While this programme was not compulsory, some heads of department required attendance and participants who were 'forced' to attend reported a small impact of the programme on their practice. The evaluation of the programme highlighted the ineffectiveness of the knowledge and skills acquired in terms of the management of diversity in teaching and learning. The researchers also claim that the findings of the study suggest the limitations of short developmental programmes in changing behaviour. The study was conducted in a similar context to that of this study - a research-intensive university; it reported on the impact of an educational development programme of academics and suggested future studies to closely examine aspects of educational development that they associate with the success that they reported.

2.2.4 Evaluation of professional development initiatives

Calls are still being made for improved quality studies that assess how effective professional development improves teaching (McAlpine *et al.,* 2009) and that measure return on investment. In response to these calls and a desire to determine the impact of professional development, researchers tend to refer to Kirkpatrick (1998) who developed 'The Kirkpatrick Model' in 1954 in his dissertation. The model which was designed and used to evaluate the impact of a professional development training course suggests four levels of training evaluation: Level 1 – Reaction (what participants liked in the programme/training and how they felt); Level 2 – Learning (what was learned – new skills, knowledge, attitudes and what was not learned); Level 3 – Behaviour (transfer of learning and/or extent to which the learning is implemented/applied); and Level 4 – Results (organizational benefits/final results of the training). Cilliers and Herman (2010) used this framework to measure the impact of their institution's educational development programme on the teaching practice of newly appointed academics; they adapted Levels 2 and 4 to fit their study and a summary of their findings is given above - towards the end of the previous section.

Lueddeke (2003) and Dall'Alba (2009) add further dynamics to professional development evaluation and agree that there are many studies on how academics approach their role as teachers. Both researchers hold the view that little consideration has been given to how academics actually desire to engage in their own professional growth, more specifically in the development of lecture room practice (Lueddeke,

2003) and how they experience the influence of professional development programmes on their processes of being and ways of knowing (Dall'Alba, 2009). These underlying aspects are processes which are complex to measure and evaluate. In their study Prebble *et al.* (2005) conclude that to effectively transform teaching and learning practices as well as academic's dispositions about teaching and learning requires more thorough and rigorous professional development programmes as well as equally rigorous evaluation of their impact. This is supported by Van den Bos and Brouwer (2014) when they observe that academics' perceptions of teaching and learning and their teaching practices are best developed simultaneously; they further recommend that induction programmes should support this process of developing academics professionally.

2.3 Induction Programmes for Academic Staff Development

The following discussion of induction programmes for academic staff development begins with definitions and explanations before turning to their hindrances and advantages as well as their learning.

2.3.1 Induction programme definitions and explanations

Trowler and Knight (1999:178) define induction in a broader sense as "professional practices designed to facilitate the entry of new recruits to an organisation and to equip them to operate effectively within it." These practices could include, but are not limited to, institution-wide orientation, teaching and research induction programmes and mentoring, amongst others. More narrowly, Stes and Petegem (2011) refer to higher education induction as instructional development that aims to develop faculty members specifically in their roles as teachers. They believe that the aim of instructional development is that of "changing or strengthening academic's teaching conceptions and to raise professional standards with regard to classroom practice" (Stes & Petegem, 2011:464). Huber, Hoadley and Wood (2011), on the other hand, are of the opinion that in induction programmes new staff members are introduced to faculty cultures and they are informed of available resources. They also suggest that such programmes are aimed at supporting new staff members' growth into their professional roles. In pointing out that professional education is a process of becoming, Dall'Alba (2009) maintains that although professional induction

programmes prepare aspiring professionals for the challenges of teaching practice, they fall short in integrating professional ways of being.

In their early study Trowler and Knight (1999) discuss the practice of induction and the socialization of new academic staff in higher education institutions and, accordingly, recognise the importance of social interaction during the development process. They perceive induction programmes and organisational socialisation as an intertwined developmental process that should facilitate accommodative processes and entry to the organization as the new academics navigate their way within the traditional settings of the organisation. Their findings reveal that whilst the provision of formal courses appears to be sufficient, the needs of newly appointed academics are complex and, therefore, they suggest a reconceptualization of such courses of professional development practices. Furthermore, induction programmes are themselves situated in the broader institutional context which affects the transfer of learning (Ginns *et al.,* 2010).

2.3.2 Induction programmes' learning transfer hindrances and advantages

Trowler and Knight's (1999) study show the significance of social interaction during professional learning and identity construction; they also identified several challenges that resulted from the changing context of higher education as well as pressures, like the "massification" (1999:179) of higher education; decreasing resources; and individual practices, amongst others, as factors that impact socialisation and suggest a "less mechanistic learning process" (1999:191). Kandlbinder and Peseta (2009) identify problems of time and resources while Ginns *et al.* (2010) in their findings concerning the transfer of academic staff learning in a research-intensive university report a variety of factors, including a conducive working environment and climate and peer assistance, that may support or hinder the transfer of learning. Stes *et al.* (2007) and Kandlbinder and Peseta (2009) also report on barriers and limitations to learning in the profession which include both external factors, such as workload, harmonizing research expectations opposed to teaching and learning development and lack of support from other academics, and internal features, like time, insecurity, motivation and self-confidence. Ginns *et al.* (2010) suggest that ecological factors are significant and that establishing elements that inhibit or support transfer back to practice may be just as important as considering the syllabus of a professional development

programme. A recommendation in a study by South African scholars Cilliers and Herman (2010) emphasises the role that a well-designed induction programme can play in enhancing the quality of teaching at a research-intensive university.

Professional development courses reflect structural differences and challenges in meeting the diverse learning needs of academics; their learning patterns and growth paths are also diverse (Karm, 2010). In instances where different types of induction programmes that are presented as short courses are restricted in terms of their influence on academics' teaching behaviour, they may be informed by institutional practices and policy (Prebble, Hargraves, Leach, Naidoo, Suddaby & Zepke , 2005). However, Eraut, Mailardet, Miller Steadman, Blackman and Furner (2004) are of the opinion that learning during induction programmes is influenced by a variety of learning features which include commitment and self-confidence; work tasks and their significance; criticism; comments; advice; and other contextual factors. The contextual factors could include apportioning and organising work; interaction and relationships with people at work; membership of, and involvement in communities of practice; and advancement and performance prospects. These views confirm Trowler and Knight's (1999) findings concerning the complexity of the orientation needs of newly appointed academics. Nonetheless, Van den Bos and Brouwer (2014) suggest process change in induction programmes where the key principles of experiencing, experimentation and observation translate the learning into personal teaching practice. They emphasise the value of the social context of the group attending the course and claim that sharing experiences, peer observation and feedback are learning activities that reinforce participants' confidence in their newly acquired knowledge and skills.

2.3.3 Induction programme learning

Researchers who are interested in academic professional development continue to question how effective induction programmes are as professional development interventions in facilitating ECAs' adjustment to higher education practice; their acquisition of knowledge and skills; and the provision of tools to balance their respective responsibilities (Ferman, 2002; Dall'Alba, 2009; Ginns *et al.*, 2010; Cilliers & Herman, 2010). Reid, Dahlgren, Petocz and Dahlgren (2008) believe that learning paths - understood to be transformation during processes of learning - do not automatically follow a predestined sequence but are exposed to the interface with, and

impact of, a variety of sources and the structure of the course. It is on this basis that understanding what makes professional development effective through an induction programme is important in the process of exploring professional learning (Desimone, 2009). The process of professional learning, during and after attending the IP and its contribution to the development of newly appointed teachers in the academic world, is at the heart of this study. Therefore, it is significant to determine the transfer of professional learning from induction programme to practice.

2.4 Professional Learning

Professional learning is fundamental in terms of the objective of induction programmes. Eraut (2000:114) defines learning as a "process whereby knowledge is acquired, used in new context or in new combinations, creating new personal knowledge resulting in the process of learning transfer." While other forms of knowledge can be learnt in a relatively straightforward manner, the "learn-then-do approach" process to professional learning is not as simple (Trowler and Knight, 2000:28). In higher education, professional learning is learning the 'tools of the trade' which includes pedagogical content knowledge (Shulman, 1987) and, according to Nsibande and Garraway (2011:100), it is crucial to "understand the underlying theory, concepts and rules of teaching in the discipline." Knowledge and learning should be didactically underpinned to provide practitioners with resources for them to be able to adapt to changing circumstances in practice. Dall'Alba (2009) maintains that when an induction programme focuses on the acquisition and application of knowledge and skills, theories of becoming and knowing should be integrated as they form a trajectory for professional learning.

In their study Van den Bos and Brouwer (2014) suggest two perspectives of academics' learning that imply that there should be different designs for induction programmes. The first perspective aims at changing academics' perceptions about student learning in order to change their behaviour in teaching and the second is an interactive perspective where teaching theory is discussed; teaching skills practiced; teaching and learning activities reflected upon during attendance of the course; and participants' thoughts concerning video-recorded teaching practice. According to Van den Bos and Brouwer (2014), the simultaneous development of both perspectives results in the translation of learning from the programme to personal teaching practice.

In an earlier study, which attempted to determine a benchmark for establishing an education development centre, Knight *et al.* (2006) found that professional learning is systematic and they perceived it as interplay between people and their situations. Lisewski (2005) points out that most studies do not endorse induction programmes of a centralised and standardised nature in promoting professional learning. Lisewski draws attention to the work of Guile and Young (1998:174) who suggest that centralised approaches to professional learning tend to "rely on behaviouristic and individual assumptions and dependent on transmission pedagogies." In this situation those participating in the programme have to contextualise knowledge and convert general notions concerning teaching and learning practices as they transfer it to the particular discipline contexts of their faculties or departments. This process suggests that professional learning is the expansion of competencies that follow as a result of situated social practices and points out that event-based educational professional development still has a place as it supplements rather than interrupts positioned communal learning (Knight *et al.*, 2006).

Knight *et al.* (2006:6) maintain that "professional learning happens non-formally and comes from professional practice." In working from a notion that professional learning comes in a multitude of formal and informal forms and that it is embedded with discrete activities, Karm (2010) claims that developing pathways and learning arrangements of academics should be flexible and varied. There are, however, structural and personal hindrances and limitations to the transfer of knowledge and skills acquired through induction programmes and these add a further complexity to the professional learning process of academics (Clarke, Hyde & Drennan, 2013). In addition, Stes *et al.* (2007) are of the opinion that the transfer of learning from attendance of professional training programmes to its implementation in practice depends on the commitment and efforts of the academics. According to Stes *et al.*, (2007:105) professional learning is influenced by factors relating to "personal, contextual and training programme characteristics."

Desimone (2009) proposes that measuring the core features of academics' learning experiences is a way to address the challenge; this proposal supported by Wenger's (1998) theory that cites learning as part of a process that places individuals as active participants in their practice within communities. As a framework it was believed that Wenger's (1998) social learning theory should reveal the professional development

aspects driving the processes of learning and how they lead to the professional formation of academics. The following section explores the notion of professional formation presumed to emanate from the different professional learning experiences and its link to an induction programme.

2.5 Professional Formation

Reid, Dahlgen, Petocz and Dahlgren (2008) suggest that professional formation may be seen as a process of identity formation within the communities of practice of higher education and working life; they emphasise that a central source of identity formation in the community of practice is participation. In support of Reid *et al.* (2008), Baume, Knight, Tait and Yorke (2005) maintain that professional formation is an ecological matter in a sense that it is evoked by relations with other colleagues through engagement within the workplace environment as it is experienced by professionals. According to Baume *et al.* (2005), a number of studies suggest that professional formation is predominantly non-formal, often non-intentional, largely social and very much practice-based. They point out that there is no reliable and verified explanation of the professional formation of higher education teachers' learning that integrates the different learning opportunities. Clarke, Hyde and Drennan (2013:8) believe that professional formation "is not a stable entity, it is complex, personal and shaped by contextual factors." Consequently, learning could be seen as an outcome of the linking together of people involved and other resources in the workplace which may be regarded as a connectionist view of professional formation.

In agreement, Wenger's (1998) social theory claims that a fundamental basis of identity formation in the communal space of practice is membership and involvement in the learning process. It is asserted that this understanding of learning during the formation of the professional is a result of the development through which learning is experienced to be a result of networks among colleagues and other resources in the workplace (Baume, Knight, Tait & Yorke, 2005:20). To support this claim, Baume *et al.* (2005) point out that even though professional development methodologies have their place, current studies on learning during professional practice are establishing that formation is more an ecological matter than that of training.

Trede *et al.* (2012) summarised other scholars' studies in a systematic review that identifies and discusses twenty articles that deal with the development of professional

identity in higher education. Their findings show that previous studies within the context of academic staff development do not always agree on a common theory. It seems that it is on the basis of an incongruent range of theoretical frameworks that Trede *et al.* (2012) recommend that further research should be undertaken to better understand theoretical frameworks used to underpin professional identity and practice that improve teaching and learning in specialised formation.

In this complex interplay between learning factors, contextual factors and theoretical frameworks, Beijaard, Meijer and Verloop (2004) reiterate that professional formation is a process involving many sources, including knowledge, human relations, subject matter and context within an institution. Wenger's (2009) Social Theory of Learning provides premises through which to conceptualise the ecosystem of professional development. The components of "learning as experience, learning as doing, learning as belonging and learning as becoming" underpin the formation of academics' identities. Part of the focus of the study was to understand what accounts for professional formation in higher education and to determine the transformation which takes place during the transition period (Dall'Alba, 2009).

Lieff, Baker, Mori, Egan-Lee, Chin and Reeves (2012) summarise factors that they found to be prominent to the formation of academic identity and grouped them into three sections: 1) **Personal** - relating to cognitive and emotional factors that are distinctive to the individual; 2) **Relational** - referring to connections and interactions amongst colleagues; and 3) **Contextual** which include the programme itself and external factors within the environment. It may be concluded that there are substantial implications for the development of professional programmes in order to enhance academics' professional formation. In the process of designing such programmes co-ordinators and facilitators should consider the curriculum and its discourse, academics' characteristics and experience, the programme itself and work context. This study aimed at enhancing an understanding of the influences on professional formation in higher education by exploring the link between the induction programme and how academics' 'form' professionally as well as what contributes to that formation.

2.6 Conclusion

The reviewed available literature highlights the significance of professional development in higher education and its respective understandings and explanations.

The variations in the description of professional development has prompted a debate that ranges from which approaches are appropriate and practical for developing academics professionally formally, informally and non-formally to the scope of the curriculum and the length of time of the programmes. However, it is evident in the literature that there is a common purpose of professional development programmes which consist of activities designed to improve academics' knowledge, skills and attitudes in the enhancement of their practice. As discipline specialists, new comers are subject specialists who may lack 'teaching' skills as well as pedagogical theory and background concerning how teaching and learning occurs. While there is agreement about the necessity for academic staff development programmes aimed at orientating academics into the field, definitions and explanations of induction programmes aimed at addressing their teaching and learning capacity through professional learning differ in scope and depth. Broader institutional contexts also impact on the type(s) of development programmes and the extent to which professional learning is developed through induction programmes.

In this literature review, the researcher attempted to conceptualise professional development as a base for growth within which induction programmes are considered to be one of the tools for professional development and to understand professional learning and formation as well as how the two relate to this study. While induction programmes are themselves contested in terms of their definitions and their intent, Dall'Alba (2009) and Ginns *et al.* (2010) question the lack of integration of all the facets of development in order to effect transfer and change in practice. This review has highlighted the lack of empirical evidence on the extent to which induction programmes contribute to academics' formation as professionals.

Whilst it has been informative, the literature has also revealed the limitations of studies on evaluations about the contributions of development programmes to the professional growth of academics; contestation about terms used; and the impact of development courses. Stes and Petegen (2011) maintain that evaluation is still limited to participant satisfaction; they cite Brew's (2007) questioning of academic developers' activities as to whether or not they enhance academics' teaching capacity and students' learning. Earlier, McAlpine *et al.* (2009) challenged academic developers, who were facilitating professional development programmes aimed at preparing academic staff for professional practice, to measure the impact of such programmes. Similarly, Teferra

(2016:1739) discovered that nationally and continentally “a system effort that inducts ECAs into the academic profession is lacking” and recommended that further studies should be undertaken into the ecology of ECAs in a teaching praxis.

The voice of academics is also absent from the discourse about the contributions of these development programmes to their professional growth and formation. Therefore, it is apparent that there is a gap for an all-inclusive and participatory study that empowers academics to enter the dialogue and that contributes to the discourse about academic induction programmes. Some studies reveal dynamics that may limit the transfer of learning which include contextual and personal factors. The challenge for these academic induction programmes remains the measurement of their effect on academics’ professional learning and the impact on their practice. In the studies reviewed, those that reported on professional formation were mainly from the medical education discipline by Lieff *et al.* (2015) as well as Rabow, Remen, Parmelee and Inui (2010). To address the calls and challenges to fill the gap, the researcher took her cue from Archer (2003: 131) who emphasizes that as an academic developer she cannot account for the outcome of the ECAs experiences of the induction programme in relation to their context unless she understands their reflexive deliberations about the process within the academic social context they confront.

From the above summary of the literature surveyed, a case can be made from Eraut *et al.’*s (2004) investigation of the relationship amongst contextual elements and learning aspects which, according to Baume *et al.* (2005), take into account ecological factors that deserve to be tested. It was intended that this study should add to, and complement, existing knowledge on the process to the professional formation of academics in a research-intensive university.

As the purpose of this study was to provide evidence for reviewing and improving the IP and to inform academic development practice, it was not the intention to report on the impact of the IP on practice but rather to explore the contribution of the process of professional learning during and after academics’ attendance in their professional formation. With this in mind, Sharp’s question (2004, in Knight *et al*., 2006): “*How do academics learn and develop?*” is relevant to ask in determining academics perceptions of their experiences in the processes of knowing and becoming (DallAlba, 2009) within their specific contexts.

In order to respond to the call to fill a gap, Wenger's (1998) theoretical framework was deemed appropriate for the research. The next chapter explains and expands on Wenger's (1998) Social Theory of Learning that was referred to in this chapter and justifies its use as a focus that underpinned this study. The theory was developed over time and is still evolving; its relevance for this study is given and discussed in Chapter 3.

CHAPTER 3

THEORETICAL FRAMEWORK

3.1 Introduction

The previous chapter reviewed the relevant available literature; it presented an overview of the professional development of academics in higher education through induction programmes, taking into account professional learning and formation which, according to literature, takes place within specific contexts in respective communities. In the review, it was seen that Lisewski (2005) believes that a community of practice nurtures learning and professional development through participation in practice. Lisewski (2005) highlights the value of learning with others, a phenomenon flagged by Wenger (1998) and referred to as a communal social space of learning through participation. In this chapter, Wenger's (1998) Social Theory of Learning (STL) is presented as a relevant theoretical framework for this study. The researcher begins by drawing attention to the literature on the brief history of this theory, citing research studies on its use and comments by its critics as well as a review by Graven and Lerman (2003) of the publication. The chapter concludes with an explanation of the theory and a further justification of why Wenger's STL was used as a lens for this study.

3.2 Overview of the Social Theory of Learning

While the STL appears to be attributed to Lave and Wenger (1991), initial critical ideas appeared in the works of Bandura in the late 1970s. Bandura (1977:22) claimed that "most human behaviour is learnt observationally through modelling". In explaining this theory, Bandura (1977) emphasizes both behaviourist and cognitive models to explain human action through reciprocal interaction between behavioural, cognitive and emotional influences. This theory was expanded a year later by Vygotsky (1978) who commented on the importance of the role played by social interaction in developing cognition. A decade later Lave (1988) added a component of the 'situatedness' of the learning and referred to his theory as the "Social Theory of Learning". Following that study, Lave and Wenger (1991:98) pioneered their work related to learning in action through communities of practice and defined communities of practice as "a system of

relationships between people, activities and the world, developing with time and in relation to other tangential and overlapping communities". Emphasising the value of communities of practice years later, Wenger (1998) re-worked the STL in which participants develop their identities as well as the meaning of their learning and practice within communities. Wenger (1998:73) defines communities of practice as "mutually engaged in a joint enterprise with shared repertoire". This definition was later expanded by characterising communities of practice as "groups of people who share a concern, a set of problems or a passion about a topic and who deepen their knowledge and expertise in this area by interacting on an on-going basis" (Wenger, McDermott & Snyder, 2002:7) which endorses the significance of the group while Wenger's description focuses on the individual members of the community.

According to Wenger *et al.* (2002), these relationships form the basis of, and are essential for, learning. Lave and Wenger (1991) refer to this social process of socialization as 'Legitimate Peripheral Participation' where members gradually move into the centre of the community as they become competent. Participants start off as observers (Bandura, 1977) who are situated at the periphery of the specific community (Lave, 1988). In Lave and Wenger's 1991 study and in his studies of 1998, 2002 and 2009, Wenger holds the view that communities of practice require particular characteristics to be labelled dynamic learning environments. These characteristics originated as three key elements referred to earlier by Brown and Duguid (1991) as narratives (member descriptions); collaboration (teamwork/partnerships); and social constructivism (shared creation). The three ideals are subsumed in Wenger's (1998) theory components and are explained in detail later in this chapter. To clarify the difference, Duncan-Howell (2007) distinguishes a community from a community of practice in the positioning of participants, explaining membership in a community as an 'equal active participant' whereas in a community of practice a member is regarded as a learner striving towards full participation and motivated by the acquisition of knowledge and learning.

3.2.1 Social Learning Theory studies

In the literature review it was seen that Amin and Roberts (2008) experienced an upsurge of research on communities of practice used in diverse knowledge practice settings but that strayed from its original meaning. This was confirmed by Li *et al.* (2009) who concluded that communities of practice evolved from a learning theory that

promoted self-empowerment and professional development to a management tool used for improving competitiveness in organizations - a point that poses a challenge to measuring the impact of communities of practice in higher education as they are complex organisations (Lisewski, 2005). Given the respective meanings and the use of Social Theory of Learning and communities of practice, Wenger's (1998) theory enjoyed credit as well as criticism for its limitations. The following is an overview of the nuances of the diverse uses of the Social Theory of Learning and communities of practice.

In conducting a review of the literature dealing with Wenger's Social Theory of Learning, it became apparent that respective scholars used the theory from the 'situatedness' of learning or a community of practice perspective with socialisation and learning emerging during engagement processes. A community of practice is the context within which participation in the learning process takes place and forms part of the components of the theory. In this study, the idea of community is infused within the STL.

Lisewski's (2005:1) study on the "professional development of new higher education teachers' from a communities of practice perspective", highlights challenges in justifying the changes in localised departmental communities of practice. The findings of this study indicate that multiple membership to different communities in the development of work-based teaching practice is fundamental to developing academics' own professional identities. Another study at a micro level shows the complexity of relationships between participation and identity construction within the respective communities of teaching, research and professional membership (Jawitz, 2009).

In their editorial Sutherland and Taylor (2011) summarise the papers featured in a special issue of the *International Journal for Academic Development (IJAD)* as a reflection of the role of an academic community and complex tensions between academic development support and early-career academics' daily experiences. They hold the view that complex synergies between academic development strategies and academic experiences that cross disciplines, institutions and national boundaries mediate the formation of academic identities and their sense of agency. The papers in the issue suggest three key areas for development in ECAs' early stages: identity,

agency and community. Of the six contributions though, only Remmik *et al.* (2011) use Wenger's (1998; 2000) theory to position and conceptualise the 'situatedness' of ECAs' professional development and learning in academic communities. Their paper argues for a more holistic approach to support ECAs through informal relationships. Accordingly, therefore, opportunities to learning in the communities depend on the context in terms of traditions and activities of the particular community environment. While limited in its scope, another study by Arthur (2016) from the same issue focuses on a single subject's academic professional learning within a community of practice in higher education, raising critical questions about the impact of the participant's skills, qualifications, experience and location of the communities of practice within the context. Through these processes, Jawitz (2009) advises academic staff developers to play a role in harmonising communities of practice as new academics go through developmental changes and challenges. Arthur (2016) suggests that the support of these communities could be through the provision of relevant training opportunities, offering network opportunities and recognising of the value of learning through legitimate peripheral participation.

Cox (2013:19), however, claims that formalised communities of practice of ECAs in the United States of America (US) that are referred to as the Faculty Learning Communities Model create both "knowledge structure domain and social fabric for learning that inspires contribution and participation." This membership significantly increases the chance of tenure for participating ECAs as their involvement impacts on their interest in their teaching role and contributes to greater scholarship within their respective communities in the university. While communities of practice are "slow continuous evolution of practice", Guile and Young (1998:185) and Remmik *et al.,* (2011) believe that in pedagogical courses decentralised and centralised communities of practice should create a natural community where interaction is enabled through communication and promote "cross-sector" learning.

3.2.2 Social Learning Theory criticism

Even though Ridley's (2011) study is not in the context of professional development in higher education but in the exploration of communities of practice citizenship, it challenges opinions concerning communities of practice. Ridley questions and challenges the definition of communities of practice and its application to explore how

young people learn active citizenship. However, Ridley (2011) acknowledges that communities of practice are a useful framework to understand the learning of active citizenship despite the fact that that there are challenges in its use. According to the study, the framework is an exploratory tool that provides a clearer perspective of respective learning and practice settings of active citizenship but with limitations that include the definition of a community of practice and its application to frame both qualitative and quantitative methodologies. There is still further questioning as to whether socialisation is inherently a form of learning and "whether or not learning and socialisation can be differentiated" (Ridley, 2011:6). The concern is expanded by Amin and Roberts (2008) when they question whether communities of practice only support specific modes of learning and knowing. Bathmaker and Avis (2005) also argue that in their research, marginalisation and alienation were observed among participants joining existing communities of practice and that membership was further impacted by other environmental and structural conditions and managerial challenges.

In a review of Wenger's (1998) publication that explains his theory, Graven and Lerman (2003) found the content stimulating, insightful and challenging but also established that it was limited in placing teaching in the process of learning. While they agree that teaching does not guarantee an achievement of learning outcomes, they concede that there is insufficient research on how learning is facilitated. Therefore, they challenged the shortfall of Wenger's model in explaining learning by expanding the model.

In response to the critics and the shortcomings identified in his theory that communities of practice can be dysfunctional, counterproductive or harmful (Arthur, 2016), Wenger (1998) acknowledges that his theory is not a recipe. He points out that his theory does not claim that proposals of the social perspective address everything about learning but that it is a guide only and recommends it as a new conceptual framework of thinking about learning; he maintains that it is valuable and practical to all those involved in learning process relationships - including academic developers. In his paper, Watson (2013) demonstrates that the STL is a useful theoretical approach that integrates cognitive and social aspects of professional learning which supports the researcher's decision to utilise this theoretical framework. The use of the STL is further supported by Schoenfeld's (2002) criteria that were considered to guide the feasibility of a theory. While there are other criteria to assess a theory, the 'descriptive and

explanatory power' criteria were deemed most appropriate for this study and aligned with the methodology used. The descriptive power refers to the extent to which a theory describes "what counts" in a phenomenon (Schoenfeld, 2002:488) and exploratory power is explained as the extent to which a theory offers a narrative of how things work (Schoenfeld, 2002:489). Simply put, it is the extent to which the STL describes and explores the study to effectively account for the professional formation of ECAs. Wenger's Social Theory of Learning provided this study with sufficient concepts to describe, explore and explain the professional formation of novice academics (Schoenfeld, 2002).

3.3 Application of Social Theory of Learning in this study

In terms of the main research question: *How does the IP contribute towards the professional formation of early-career academics in a research intensive university?* the researcher deemed Wenger's (1998) theory to be most appropriate to conceptualise this study. The literature review, described in Chapter 2, suggests that professional formation and growth are not limited to the attendance of development programmes but that learning is an ecological process (Baume, 2005) that occurs in diverse forums - which Wenger (1998) refers to as communities of practice. For Wenger, learning and the formation of meaning and identity are experienced through participation. The researcher's assumption that learning is a social activity concurs with Vygotsky's (1978) claim; thus, acknowledging that ECAs' process of developing their professional identity will not only be influenced by the IP but also by perceptions of academic practice, the social environment and context. The scope of this dissertation resonates well with the learning components of Wenger's theory (1998:5) which he refers to as "meaning", "practice", "community" and "identity" within the bigger university context. The researcher shares Wenger's (1998:4; Wenger in Illeris, 2009:210) assumptions that what matters about learning is influenced by "what the nature of knowledge, knowing and knowers" is. The premise of this framework is, therefore, that people are communal creatures, that "knowledge is a matter of competence and [that] knowing is a matter of participating actively and attaching meaning" (Wenger, 1998:4) which is dependent on a capacity to understand the world and engage with it in a meaningful way (Graven & Lerman, 2003).

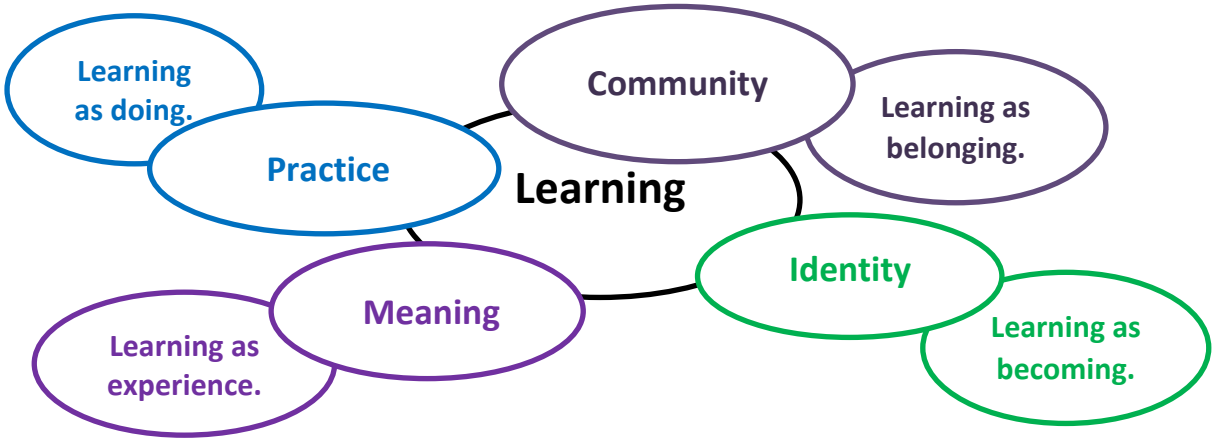
Wenger explains how he perceives learning as a shared experience and calls it “a social theory of learning.” He looks at learning from a perspective of everyday life experiences that do not take place in isolation but are also depend on where people are (context). He assumes that learning is a social phenomenon that is reflected in people’s social nature. He questions his own assumptions by asking what kind of understanding would such a position hold on how learning takes place and what is needed to support the learning?

According to Wenger (1998:4), Social Theory of Learning must incorporate the components essential to describe social participation as a “process of learning and of knowing.” Accordingly, therefore, if taking part informs who we are, what we do and how we interpret our actions, then this theory is appropriate for helping to explain and respond to the questions of this study. As professional development happens through participation in a community of practice over time, this framework provides concepts that inform an understanding of the extent to which the IP inducts newcomers into the teaching and learning community; what it means to take part in the programme; what skills newcomers develop; what they come to know; and how they behave in terms of teaching, research and community engagement after attending the induction programme.

In acknowledging that there are other theories of learning, Wenger explains that his has its own focus and its own set of assumptions and he believes that so do others. The prime focus of Wenger’s theory is on learning collectively through engagement which involves a process of actively participating in social community activities where identities are constructed in relation to those communities. Wenger (1998:5) used the components of the social theory, as depicted in Figure 3.1 below, to show the interconnectedness of the elements and to rethink learning not as a separate or isolated activity and that it is not limited to learning environments only. As these components are integrated, they characterise communal engagement and they comprise the following: *meaning* - which leads to experience; *practice* - as we do things and are engaged; *community* – gaining a sense of belonging; and *identity* – offering an opportunity of becoming.

In this study this theory provides for a coherent level of analysis where the general principles of understanding the professional formation phenomenon are derived and

yield clarity on the learning process that has taken place during and after attending the IP. Wenger (1998:5) depicts the components of his theory by situating 'learning' in the centre and connecting the four components, Meaning, Practice, Community and Identity, to Learning (See Figure 3.1 below). While the centre seems to be held by 'learning', Wenger places a focus on participation and acknowledges its impact on learning in the context of the individual, community and organisation. Without providing a clear definition of this 'learning', he articulates the context of learning for individuals as an "issue of engaging in and contributing to the practices of their communities"; for communities as an "issue of refining their practice in ensuring new generations of members"; and for organisations as an "issue of sustaining the interconnected communities of practice." He emphasizes participating socially as a process of learning and knowing through the integration of the four components.



Source: Wenger (1998:5)

Figure 3.1: Components of a Social Theory of Learning: An Initial Inventory

For each of these components, the researcher asked the following questions in order to shed light on the concepts and to illustrate their connection to this study:

- *Meaning* – "a way of talking about (changing) the ability to experience the world as meaningful" (Wenger, 1998:5). How have the ECAs experienced the IP and what meaning do they attach to the learning and the experience?
- *Practice* – "a way of talking about shared social resources, frameworks and perspectives that can sustain mutual engagement in action" (Wenger, 1998:5). What have the EACs learned at the IP and how has it influenced their practice?
- *Community* – "a way of talking about the social configurations in which the teaching and learning environment is defined and participation is recognisable

as competence" (Wenger, 1998:5). How has the IP facilitated EACs' integration into the university?

- *Identity* – "a way of talking about how learning changes who they are and creates personal histories of becoming in the context of their communities" (Wenger, 1998:5). How do ECAs develop their identities within their communities in the process of development? How does the learning impact their being (process of becoming) and are there identifiable behavioural changes? What is the ECAs' conception of their becoming and formation post-attendance of the IP?

The components and the questions that the researcher asked provided the basis for acknowledging that development is complex and not limited to one intervention or activity. Wenger (1998) further distinguishes his theory from psychological and cognitive descriptions of learning to a collective and located view of learning; he moves the focus from individualising learning to learning socially through participation (Graven & Lerman, 2003). For Wenger a community of practice is an existing setting that provides new members with access to competency and an ability to engage personal experiences to develop identity through participation. Accordingly, therefore, when circumstances are in place, communities of practice are an advantaged environment for creating knowledge (Wenger, 1998). In the case of ECAs, this community membership entails being part of a department within a faculty and then forming relationships with extended support structures that include academic developers, mentors and others and forums where other academics are involved, such as at the IP. The IP creates a safe environment for discussions about teaching, learning and assessment.

Participation in a community includes participating in department and faculty activities, the IP, other developmental programmes in the institution and being part of discussions about teaching and learning in different environments. In this regard Lisewski (2005) asserts that these levels of participation are key to both how the learning occurs and the process by which ECAs' identities are formed within the community. Therefore, professional identity formation arises from the extent of engagement within communities and multi-community membership where the IP assists newly appointed academics to be meaningful contributors in the community of

which they are a part. In this study Wenger's theory was used to examine how the concept of community of practice in the specific environment of a research-intensive university can inform and influence the ECAs' learning processes during and after the IP.

Within the academic community ECAs find themselves within a social structure that emphasises the norms, cultural systems, discourses and histories of respective communities, while the experience of the learning at the IP emphasises agency and intentions (Graven & Lerman, 2003). The process of contextualisation that takes place as ECAs engage with what they have learned at the IP and what they continue to learn within the department, faculty and institution are deeply rooted in the social systems of shared resources. In using this framework as her lens, the researcher was able to identify the modes of becoming of ECAs in their different contexts after attending the IP.

3.4 Conclusion

The preceding discussion has provided a comprehensive overview of the Social Theory of Learning and communities of practice (Wenger, 1998). It was important to highlight what communities of practice are and to clarify how they are merged within the social processes of learning in this study. This study is aligned with Wenger's position in a book edited by Blackmore (2010) where he refutes communities of practice as a stand-alone concept and explains it as part of a broader conceptual framework, seen as a social learning system - a complex perspective that locates learning in participatory relationships and is used to think about learning in its social dimensions, exhibiting many characteristics. It is on the basis of the latter statements that - for the researcher - professional identity formation arises from a multi-community membership in which the ECAs are participants within the broader context of the institution. Forming relations with extended support structures and other forums, like attendance of the IP, creates an opportunity to be part of a larger community. Being part of this community allows for profound professional learning that comprises individuals professionally as a whole while their identity development and transformation that involves intense change depends on their actions and participation. In support of this view Watson (2013) maintains that a Social Theory of Learning is a useful theoretical framework for the evaluation of professional

development and theorising the professional learning of a university's Induction Programme. Furthermore, this theory offered themes that assisted in examining the academics' behaviour after their attendance of the IP and provided a basis for the conditions of learning for data analysis.

This chapter has discussed Wenger's (1998) theory where learning is acquired through social systems (Arthur 2016) which influenced the choice framework and the research processes used in this study. It helped shape the research methodology, informed the design and influenced the data collection instruments used in this research; in the following chapter, Chapter 4, details are given.

CHAPTER 4

RESEARCH DESIGN AND METHODOLOGY

4.1 Introduction

The previous chapter provided a review and a description of the lens that was used as theoretical framework for this study and that helped in focusing and shaping the research process. It informed the design and influenced the data collection process. This chapter describes the philosophical underpinnings and methodology of the study. It discusses the rationale for the research design and approach; it explains the research sample and provides a summary of the research process as well as an overview of the data collection strategy and analysis. The validity and ethical considerations and limitations of the study are also discussed. The sections that follow cite the merits of the choice of research methodology and the rationale for selecting it.

4.2 Philosophical Underpinnings and Methodology

The purpose, context and nature of this research and theoretical framework influenced the choice of methodology where the kinds of questions asked relate to process. Process questions concentrate on '*how'* and '*why'* things happen instead of whether there is a specific variance or connection or how other variables explain it (Maxwell, 2008). This study was conducted within the logic of inquiry of interpretivism and grounded in the philosophical approach concerned with understanding human actions (Schwandt, 1994). It was subjective and was based on real-world phenomena where meaning is not discovered but is socially constructed (Scotland, 2012). According to Merriam (1998), interpretative scholars believe that realism comprises people's biased experiences of the outside sphere. In support, Cresswell (2003:51) agrees that such a phenomenological study encompasses "a sense of the lived experiences of numerous people about a concept or the phenomenon" which, in the case of this study, is professional formation. In a further explanation Scotland (2012) emphasises that through interpretive epistemology the meaning of reality is not discovered but individually constructed and mediated through the senses. In this study, ECAs' subjective views and perceptions of their experiences of the induction programme and its contribution to their professional formation were gathered.

The phenomenon of professional formation of newly appointed academics was explored using qualitative research which Merriam, (1998), Denzin and Lincoln (2003) explain as naturalistic and predominantly convenient for studying educational settings and practices and encompasses the description and interpretation of meaning of experiences. This methodology provided this study with an approach to make meaning of the phenomenon of formation in relation to the meaning academics assign to the learning and development processes that lead to professional formation. In justification of the choice, this study conforms to Maxwell's (2008:232) explanation that qualitative researchers are inclined to produce two types of interrogation that fit well with process theory: "(1) Questions about the *meaning* of events and activities to the people involved in them; and (2) questions about the influence of the social *context* on these events and activities." Both statements apply well to the sub-questions of this study that deal with understanding the *meaning* of an Induction Programme (IP) experience for ECAs and the explanations they provide concerning the influence of the IP on their teaching practice - if any. In addition, there is the facilitation of ECAs integration into the *university community* and their conception of the development of their identity after the IP within a university whose focus is research. The researcher's intention was to make sense of how the EACs contextualise the IP and their experiences of it; how their experiences and understanding influence their teaching practice behaviour in a university where the focus is research output; and how they perceive their professional formation after attending the programme.

Within this interpretive qualitative approach framework, a case study design was used that Yin (1994:14) defines as "an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident and relevant behaviours cannot be manipulated." As Yin (2009) perceives it, a case study design is mainly suitable in circumstances where it is difficult to isolate the phenomenon's variables from the environment. This stance is supported by the relevant literature that was reviewed in Chapter 2 which suggests that professional formation variables are inherently merged with the context of development and its environment. Merriam (1998:19) agrees that a qualitative case study is ideal for understanding and interpreting educational phenomena and describes a case study as a "design that is employed to gain an in-depth understanding of the situation and meaning for those involved." In this study

there was an interest in the process of professional formation rather than in the outcomes of the programme; in context rather than specific variables; and in discovering subjective meaning rather than confirming other theories (Merriam, 1998:19). The purpose of the case study was to explore ECAs' perceptions of the professional formation process in order to elicit typical elements of "forming" during development initiatives and practice.

4.3 Sampling Strategy

A purposeful sampling procedure, guided by the purpose of the study and the research questions, was used to select participants; the sampling method typically used in a case study methodology (Collingridge & Gantt, 2008). This procedure of sampling identifies the study's participants in terms of criteria determined by the research purpose (Miles & Huberman, 1994). The criteria for the selection of participants for this study was that they should be early-career academics who had attended an IP within the previous two years; they were selected because of their personal experience of the programme. The limiting time-frame of less than two years was decided upon to ensure relatively fresh and acceptable information about participants' experiences of their learning and their perceptions of their learning and formation. Table 3.1 below contains the profiles of the participants and reflects the following: participant pseudonym, gender, faculty and qualification.

Since this study was conducted for the purpose of a Master's dissertation and it was constrained by time and resources, a limited sample was selected. At first five participants from five different faculties were interviewed; after an initial analysis an additional two participants were interviewed, guided by the principle of adequacy, appropriateness and redundancy (Sobal, 2001). The interviews were terminated at the point of saturation as the questions had been explored in detail and no new themes were emerging (Trotter, 2012).

It was a challenge to secure participants for this study for several reasons that included "not lecturing this semester"; non-availability; and "focusing on research"; as well as the fact that some ECAs who were approached did not respond to the request e-mail. In some cases of participant selection, leads from colleagues were used to contact prospective participants and invite them to participate. Largely, in qualitative research there are no definite instructions in terms of sample size (Patton, 1990) but rather it

depends on small numbers with the intention of exploring a phenomenon in detail and in depth (Miles & Huberman 1994). While the participants in this study were relatively few, they did provide rich and thick data (Cleary, Horsfall & Hayter, 2014). The focus of this study was not sample size but on sample adequacy which, Bowen (2008) argues, is justified when a point of 'saturation' is reached.

Table 4.1: Profiles of the Participants

Participant (by pseudonym)	Gender	Faculty	Qualifications
Sue	F	Law (LAW)	LLM (Currently enrolled for LLD)
Thabo	M	Natural and Agricultural Sciences (NAS)	PhD – Biotechnology
Ann	F	Veterinary Sciences (VETS)	BVet (Currently enrolled for PhD)
Ella	F	Economic and Management Sciences (EMS)	MCom (Taxation) (Currently enrolled for PhD)
Lerato	F	Education (EDU)	PhD MEd (Policy Studies) BEd (Primary School) Honours
Glenda	F	Health Sciences (HS)	MBChB (Currently enrolled for PhD)
Pako	F	Humanities (HUM)	MMus (Currently enrolled for PhD)

4.4 Research Process

The following information summarises the steps used to carry out this research. Each point discusses a respective step; references to appendices are given that contain more condensed details:

a) Prior to proposal submission a comprehensive literature review was carried out to explore the contributions made by other researchers and scholars in the general areas of academic staff development, professional learning and formation and social learning theories.

b) Following a successful defence of the proposal, the researcher received provisional approval for the study from the Faculty of Education's Ethics Committee - pending the approval of the Dean of the Faculty. She was then referred to the Director of her department as well as to the Vice-Principal: Research. After months of waiting for a response, the Director in the Research Office forwarded her application to the Registrar who approved it eighteen months later. The Registrar's approval involved consenting to the study of academics as participants in the study.

c) A more intensive literature review was conducted after obtaining the Registrar's approval; this process was on-going during the research.

d) Daily feedback data collected from the IP for the purposes of report writing by the Programme Coordinator and from the Human Resource overall programme evaluation were analysed as secondary data for immediate information on the experience of the programme and the meaning attached to those experiences by attendees of the programme.

e) Additional document data collected from two phases of observation was analysed: Firstly, lecture observation data of two ECAs who attended the programme and who are lecturers in the faculty where the researcher serves as an Academic Staff Developer and, secondly, observation data of one of the four groups comprised of eight IP attendees at the follow-up session a few months after they attended the IP. Each of the academics presented their practice experiences after attending the IP.

f) A request to participate e-mail was sent to potential participants and those who replied positively to the request were sent an invitation letter (see Appendix A) and then requested for an interview date with a consent letter (see Appendix B) which they were requested to sign before the interview.

g) Semi-structured interviews were conducted with five ECAs from five faculties and a further two semi-structured interviews were conducted to collect more data after initial analysis for additional information. The initial insight motivated the researcher to go into the field to gather more information. Participants signed a consent letter form prior to each interview. Interview questions were semi-structured and open-ended to allow participants to elaborate in detail on their experiences of the IP; its influence on practice; its ability to facilitate their integration into the university; and their perceptions of their identities

development after attending the programme. The full interview protocol is presented in Appendix C.

h) Interview data responses from the five interviews were analysed manually in-between the respective interviews and later re-analysed using Atlas.ti after the collection of the data from the additional two participants.

i) The first interview was used as a pilot study in which the interview protocol was evaluated by the researcher and her supervisor. Minor changes were made before the rest of the interviews were conducted.

To summarise, there were three sets of data used in this study: secondary data collected at the IP; observation reports collected during lecture observations as well as at the IP follow-up session; and in interviews with seven academics who attended the IP.

4.5 Data Collection Strategy

In an attempt to obtain an in-depth understanding of the phenomenon of professional formation, the use of various methods and triangulation were critical. According to Cresswell (1998) and Denzin and Lincoln (2000), triangulation adds depth, rigor and breadth to the research and offers researchers an opportunity to corroborate evidence from the collected data. Normally, qualitative inquiry uses different sources of data that may include written sources of data for document analysis (Patton, 2015). The methods of data collection used in this study included: document data from IP daily feedback and the overall programme evaluation report; field-notes of observations from two lecture observations and the observation of eight presentations during the follow-up session; and data from participants during interviews. The overarching data confirmation strategy was to draw from the data collected at the IP and triangulate it with the field-notes and the interview data.

The document data of participants' views, perceptions and experiences of an IP were collected in two stages. The first data set comprises document data collected by means of daily feedback on the three days and the quantitative data of the Human Resources (HR) questionnaire collected on the last day of the programme. The second data set consists of the field-notes collected during two lecture observations conducted by the researcher and notes collected during the follow-up session where academics shared their experiences in a fifteen minute presentation a few months after the IP.

The third and last set of data was the interview data collected during the semi-interviews. Details of the three data collection techniques are given in the following discussion.

4.5.1 Document data

At the IP document data of attendees' views, perceptions and experiences of the programme was collected in two stages for the purpose of programme feedback for facilitators and the Human Resources office as it finances the programme. The first set of data collected was from daily feedback of the three days of the programme and the second set was obtained from the Human Resources office's quantitative overall programme evaluation questionnaire collected on the last day of the programme; these were used as secondary data in this study.

A total of 41 participants attended the programme and of this number 25 participants completed the HR questionnaire which is a 61% response rate in the overall programme evaluation. The evaluation at an IP was collected in two stages: daily, by means of an electronic questionnaire using a QR code or *via* an IP learning management module using a Qualtrics system and at the end of the last day, Day three, in a quantitative electronic Human Resource questionnaire.

The purpose of data gathered from documents was to support field-notes and interview data, adding to the information on the phenomenon of professional formation. Document data collected at an IP was used in this study to collate data on participants' initial perceptions of the programme. The researcher confirmed the accuracy and authenticity of the documents used in the study with the programme co-ordinator. These documents are considered to be objective as feedback is anonymous and the facilitators of the programme had no influence on the content. Only one data set of an IP presented in January 2016 was used and the participants were selected from that group of attendees.

Data from both sets of data were analysed using Atlas.ti 8; Themes a, b and c as well as the sub-themes that emerged were:

a) Overall experience of the programme

- Experience concerning the achievement of programme outcomes
- Experience related to the timing of the programme

- Experience concerning content, structure and facilitation methods
- Experience related to learning and programme load
- Experience of the facilitators.

b) Reflections and perceptions of personal growth

c) Networking and support

The findings from the first phase data set were included in the analysis and the interpretation of the themes from the interviews data as the primary data collection strategy and both sets supplemented the data for the four key themes (see 4.5.2 below) that corresponded with the four sub-research questions for this study as listed in Chapter 1.

4.5.2 Observation data

After attending the three-day IP programme, Faculty Staff Developers conduct lecture observations a few weeks later for an authentic lecture evaluation instead of a micro-lesson at an IP. The researcher observed two lectures by ECAs who are academics in the faculty in which she serves as the Faculty Staff Developer and she attended the IP. The observations were not part of the study but she used the data as secondary data.

During this data collection phase the researcher was, firstly, an observer of practice in evaluating a lecture presentation to observe the use and implementation of best practices ‘learned’ at the IP. Participants were aware of her presence and may or may not have staged the facilitation for a good evaluation report. For the purposes of this study, the observation was not only focused on the action of facilitating learning but included behaviour and demonstration of understanding of learning theories in the facilitation process; both explicit and implicit skills were observed. Secondly, the researcher was the observer and a participant at the follow-up session where attendees of the programme presented a 15 minute summary of what they had tried and tested in practice and they shared positive and negative experiences and new learning in the process. Adler and Adler (1994:380) explain this participation as a "peripheral membership role" which allows the researcher to "observe and interact closely enough with members to establish an insider's identity without participating in those activities constituting the core of group membership." Gold (1958), in Kawulich (2005:12), provides a comprehensive description in stating that:

> "the role providing the most ethical approach to observation is that of the observer as participant, as the researcher's observation activities are known to the group being studied, yet the emphasis for the researcher is on collecting data, rather than participating in the activity being observed."

Merriam (1998) recommends that defining the purpose for conducting the study as the most important factor that determines what the researcher should observe.

Throughout the two lecture observations, the researcher observed without participating and although she filled in an evaluation report which was later discussed with the lecturer, she recorded her field-notes after the observation and the feedback meeting with the academic post-observation. Of the 41 attendees of the programme, 32 attended the follow-up presentations and were divided into 4 groups of 8. The researcher and two of her colleagues were assigned a group which consisted of academics from the Faculties of Education (2), Economic and Management Sciences (5) and Engineering, Built and Information Technology (1). As a group of facilitators, their role was to observe together with the academics and then provide feedback. During the follow-up session, no formal evaluation form was filled in but feedback was given after every academic had presented a summary of their practice post-attendance of the IP. Feedback included complimentary remarks, constructive criticism and sharing recommendations of alternate practices. The researcher compiled field-notes after the proceedings of the day and coupled the analysis with her observations. During the observations she looked for primary themes or recurring patterns in behaviour, action and inaction. She also reflected on the influence or lack of influence of the discipline on the individual academics' practices as context is important in this study.

The field-notes consisted of descriptive information related to action, behaviour, conversation and presentation that was observed and reflective information in recording thoughts, ideas, questions and concerns (Schwandt, 2015). The field-notes were used to supplement the other two data collection methods as evidence to enhance the meaning and understanding of the phenomenon, professional formation.

4.5.3 Interview data

Interviewed participants were attendees of the 2016 IP and semi-structured interviews were selected as the principal method of data collection in this study. Based on the

interpretive approach adopted for this study, the interview method was deemed most useful in its ability to prompt rich and thick descriptions. As an essential tool in qualitative studies, Cresswell (2012) and Marshall and Rossman (1999) are of the opinion that the main advantage of gathering data through in-depth individual interviews is that they afford the researcher an opportunity to capture experiences from participants' perspectives. Kvale (1996:1) describes qualitative enquiry using interviews as "an attempt to understand the world from the subject's point of view, to unfold the meaning of peoples' experiences and to uncover their world."

The semi-structured interviews enabled the researcher to explore in-depth how ECAs assign meaning to their experience of the IP; its contribution to the development of their identity; and the way in which they experienced this growth in a research-intensive university where pressure is placed on them to deliver research output. The researcher audio-recorded the interviews and took notes for cross-referencing. In order to see the world through the eyes of the participants, detailed and pre-determined questions were asked to probe the given data and ensure consistency. Follow-up questions were open-ended as part of a conversation to explore participants' views about their professional formation experiences (see Appendix C: Interview Protocol). Some of the questions included on the interview schedule concerned: what participants had learned at an IP; how they had experienced an IP; how, if at all, an IP had facilitated changes to the way the ECAs work; and what changes they had introduced in their facilitation and learning practice as a consequence of attending an IP, if any.

As the primary researcher, the researcher conducted interviews at the RIU that, on average, took forty-five minutes to complete. The analysis sought to describe rather than to explain participants' experiences of the IP and their perceptions of its contribution to their professional formation.

The challenges experienced in conducting interviews included the following: time-frame within which to organise and conduct the interviews; schedule of interviews was dependent on the availability of interviewees; and the transcription of interviews was a lengthy process. Although the researcher planned the data collection process using timelines and adhered to an ethical code of conduct in order to minimise the challenges, she still experienced logistic hurdles with appointments being postponed

and the expiry of the Atlas Ti software resulted in the loss of the two analysed transcripts. Consequently, data was coded manually and after the collection of data from the two additional interviews, all the collected data was re-analysed using Atlas.ti 8. The following four key themes emerged from the data and corresponded with the research sub-questions:

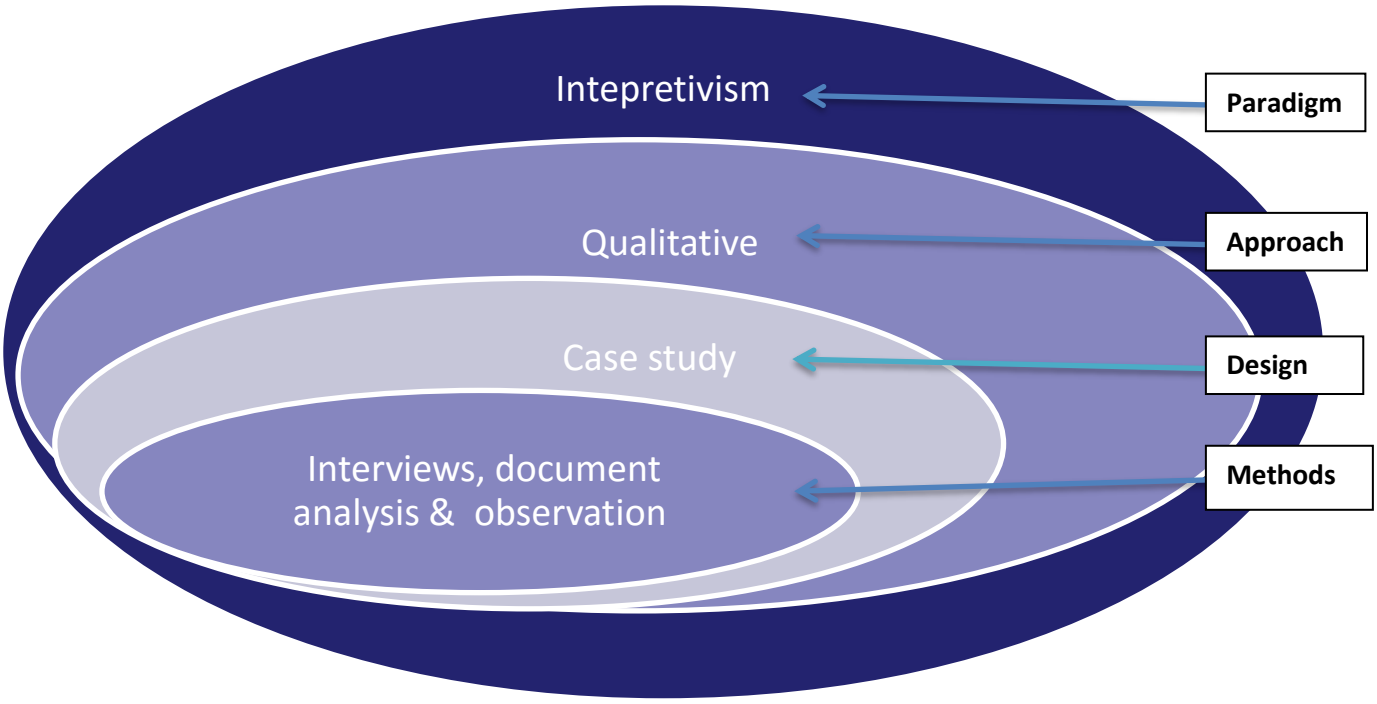
i) Participants' views and perceptions of their experiences of an IP (Learning as experiencing development as meaningful) - linked to Sub-question 1.

ii) Participants' views and perceptions of the influence of an IP on their practice (Learning as doing) - linked to Sub-question 2.

iii) Participants' views on an IP's contribution to the facilitation of the integration of participants into the institution (Learning as belonging) - linked to sub-question 3.

iv) Participants' views and perceptions on the development of their professional identity post-IP (Learning as becoming) - linked to Sub-question 4.

In summary, Figure 4.1 below, presents a schematic overview of the research design and methodology of this study as discussed above.



(Source: Adapted from Saunders & Lewis, 2012)

Figure 4.1: Overview: Research Design and Methodology

4.6 Data Analysis and Synthesis

Following the inadequate and insufficient data generated by some questions from the responses of the five interviews originally manually analysed, Atlas.ti 8 was used to re-analyse the five interviews as well as the additional two. The researcher followed the seven stages of logical processes suggested by Marshall and Rossman (2006) which comprise: “organising the data; immersion in the data; generating categories and themes; coding the data; offering interpretations through analytic memos; searching for alternative understandings; and writing the report.” These steps were followed in making use of the axial method to reduce the data to manageable chunks. In each phase, reduction of the data occurred as the collected data was converted into meaningful pieces and interpretations while assigning inference and understanding to the opinions and actions of participants (Marshall & Rossman, 2006).

In the process of developing categories and themes, meaning was given to the interpretations and their coherence to the themes and patterns in order to create links that made sense of the data. The activity of interpretation is regarded by Patton (2002:480, in Marshall & Rossman, 2006) as a means of attributing importance to whatever has been established; determining the logic of the findings; offering clarification; clarifying deductions; making suggestions; bearing meanings in mind; and providing direction. The analysis included descriptive, interpretive and thematic coding. Interview responses and feedback from the document data were analysed for descriptive elements and assigned a code. Suitable quotes were identified in the analysis process for use in the final report. Codes were defined to describe the context and to give meaning to the text. The codes were then categorised in terms of colour coding on the Atlas.ti 8 system and assigned a theme (Code Group in Atlas.ti 8 language) which was also defined. The findings of the common themes helped generate meaning in the data. The following are some examples of the codes which were categorised and then assigned a theme:

- Experiences of the IP
- Influence of the IP on practice
- IP’s facilitation of integration into the institution
- Contribution of IP to professional identity development.

These codes were categorised into the theme, “Experiences of an Induction Programme”, which corresponded with Sub-question 1 and analysed as “Participants’ views and perceptions of their experience of an IP”. This theme also corresponds with the component of ‘meaning’ in the theoretical framework – participants’ views concerning their experiencing an Induction Programme’s learning and development as meaningful. The analysis included a data plan which triangulated data derived from document analysis, observations and interviews.

This research was a “hermeneutic phenomenological” (Shwandt, 1994:190) case study with a unit of analysis of academics’ professional formation; it was finalised by providing an interpretation of the analysis. The three data collection methods contributed significantly to the findings related to the research questions.

4.7 Validity and Reliability

According to Maree (2008), when qualitative investigators express the “validity and reliability” of research, they are usually referring to an enquiry that is believable and truthful. In order to ensure that this study was credible and trustworthy, the following approaches were implemented.

Throughout the data collection and analysis processes heed was taken of Lincoln and Guba’s (1985) warning concerning subjectivity; the researcher kept reflecting on her pre-conceived notions about the evidence and consciously asked appropriate questions that were phrased in such a way so that she avoided reaching her expected answers. Interview questions were reviewed by the study supervisor to ensure that the data to be collected would be valid. Tape-recordings were used in conjunction with precise and detailed notes. The interviews were scrutinised to check for signs of reluctance or the possibility of participants being selective in giving their responses and to continuously assess the circumstances under which data was collected. Creating an audit trail was another means of increasing reliability; throughout the process there was detailed documentation in a reflective way (Flick, 2011). The researcher documented and reflected on decisions taken during the research process, indicating what decisions had been taken and why she took those decisions and keeping a research diary as part of the audit trail. In the diary, detailed descriptions of all the information obtained from participants and the contexts in which it was obtained

was recorded in order to facilitate external validity (Maree & Van der Westhuizen, 2009).

Member-checking was utilised in involving participants with the transcriptions to confirm that the information was representative of their responses (Rambaree, 2007). Participants confirmed that the interview transcripts were accurate, thereby approving the content.

Data was also collected using observation. According to DeWalt and DeWalt (2002:92), “the goal for the design of research using participant observation as a method is to develop a holistic understanding of the phenomena under study that is as objective and accurate as possible given the limitations of the method." They add that in order to strengthen validity and to understand the context and phenomenon of the study better, researchers may use participant observation in combination with other strategies, such as document analysis and interviews.

For triangulation, data was collected through document data gathered at an IP, field-notes collected during the observation of lecture observations and presentations at the follow up session a few months after attendance of an IP and interviews.

4.8 Ethical Considerations

The general explanation of research ethics suggests that as the main data gathering instrument, the researcher needs to address ethically relevant issues related to the study including the impact that the study may have on participants. Babbie (2007:62) adds that researchers “involved in social scientific research need to be aware of the general agreement shared by researchers about what is proper and improper in the conduct of scientific enquiry.” Therefore, competent participants were requested to complete an informed consent form and ethical principles were adhered to. In upholding the basic general principles of ethics, participants’ real names were withheld throughout the study and they are referred to using pseudonyms; they took part voluntarily and were informed about the study and its purpose prior to the interviews. Permission was obtained from the Registrar and the Ethics Committee of the Faculty of Education before sending out introductory letters requesting prospective participants to make themselves available for interviews.

In this study, the researcher was sensitive in dealing with participants and protected them - as specified by the RIU's Ethics Policy. Full anonymity was promised to all participants in order to obtain honest and accurate responses. Regarding confidentiality, the identity of the participants was protected by referring to them as "Sue, Thabo, Ann, etc." (Cohen, Manion and Morrison, 2002). Participants were informed of their right to withdraw from the study at any time if they felt uncomfortable; they were under no obligation to respond to questions if they were not comfortable with them.

Confidentiality and anonymity were particularly relevant in this study as it involved several academics from various faculties' departments who needed to be protected against any risk of victimisation that may have resulted from the information they supplied. All data collected is password protected and will be stored as *per* the policy and procedures of the RIU.

4.9 Limitations of the study

Limitations were experienced during the process of conducting this study which included common concerns related to qualitative research methodology generally and were, therefore, inherent in this study's research design. It is on the basis of the nature of this methodology that presents potential limitations that the researcher acknowledged these limitations to try minimise their impact.

In recognition of the insider researcher limitations mentioned in Chapter 1, the researcher took the following measures: She acknowledged her research agenda by disclosing her assumptions and position as an insider researcher and by having her coding scheme scrutinised by her supervisor. To address the challenge of participant reactivity, the researcher continuously reflected on how and in what way she may be swaying participants' responses. According to McKechnie (2008:2), reactivity is "an observer effect that takes place when the act of doing the research changes the behaviour of participants, thereby making the findings of the research subject to error." Therefore, the researcher made a conscious effort to create a conducive environment for an open dialogue by emphasising the value of honest responses and understandings as the study aimed at informing professional development best practice; she also kept reflective notes (McKechnie, 2008).

Although the criticism of this study might be the limitation of generalising this study to other similar programmes, it was not the aim of this study to generalise but to address transferability (Lincoln and Guba, 1985). By way of comprehensive information with regard to the context and background of this study and provision of thick and rich description, it is anticipated that the information could be evaluated for application in other contexts. This is a small scale study aimed at fulfilling the requirements of a Master's degree.

4.10 Conclusion

In this chapter an explanation of the paradigm, strategy, methodology and analytical processes of the research process has been presented. Throughout the chapter, it has been argued that the methodology approaches preferred for this study were adopted to enable the voices of academics to enhance an understanding of ECAs' professional formation development. The next chapter, Chapter 5, presents the analysis and research findings from the data collected for this study.

CHAPTER 5

DATA FINDINGS PRESENTATION

5.1 Introduction

The previous chapter gave an explanation of the paradigm, strategy, methodology and analytical processes used in this research. In this chapter the findings from the data collected concerning the contribution of an Induction Programme (IP) to early-career academic's (ACA's) professional formation are discussed. In the previous chapter four key themes were cited that emerged from the data and the theoretical framework (see Figure 4.1) that corresponded with the research sub-questions. These were:

1) Participants' views and perceptions of their experiences of the IP (linked to Sub-question 1)
2) Participants' views and perceptions of the influence of the IP on their practice (linked to Sub-question 2).
3) Participants' views on the IP's contribution to the facilitation of the integration of participants into the institution (linked to Sub- question 3).
4) Participants' views and perceptions on the development of their professional identity post IP (linked to Sub-question 4).

The discussion of the findings describes and explains attendees' and participants' views on, and perceptions of, the contribution of the IP to their professional formation. While attendees refer to all those who attended the IP, participants refer to those who were interviewed; in order to facilitate the flow of the discussion the word participant(s) will be used All research interview participants were attendees of the IP. The data is presented in the discussion collectively and is supported with detailed quotations presented in italics. In cases where quotes are derived from document data collected during the IP and observations, an asterix (*) is used to represent the participant because feedback was anonymous and in the interview quotes, pseudonyms are given.

5.2 Participants' Views and Perceptions of their Experiences of the IP

During the data analysis phase, sub-themes related to the achievement of programme outcomes; participants' experiences of the structure, content and facilitation processes; and the learning, timing of the programme and overall experience of the IP emerged.

The evaluation of the IP is an integral part of the programme to ensure that opportunities for learning during and after attendance are fully maximised. Feedback data was collected at two stages of the programme: evaluation of the outcomes each day and the HR questionnaire at the end of the programme; both sources were used as secondary data in this study. The daily feedback response rates varied and 25 attendees, i.e., 61% of all attendees, completed the overall HR evaluation questionnaire. According to the data, an overwhelming majority of participants felt that the stated objectives of the programme were achieved. To attest to their views, the following excerpts are comments that supported the rating on the evaluation of the achievement of the objectives of the programme:

> *"The whole induction programme was very well organised and my colleagues were quite impressed, especially those who are newcomers to lecturing"* (*).

> *"I think the course gives a lot of value for first time lecturers, especially when lecturing a large class" (*).

While most of the participants experienced the programme as having achieved its outcomes, some indicated that a few individual sessions did not achieve their stated outcomes. These included sessions on student profiles, objective assessment, e-learning tools and alignment of own research interests to university's strategy and priorities.

> *"The student profile session, I think more guidance should be provided on how to handle the different diversity issues; e.g. how to handle a student from rural areas vs. a Model C student"* (*).

> *"It is definitely unclear how to manage diversity. I feel strongly that it should be incorporated, but I really do not know how"* (*).

In addition, a few questioned the relevance and transfer of knowledge and skills for post-graduate assessment practice by highlighting the diversity of discipline and departmental systems, cultures and practices; they suggested that there should be a review of the university-wide standardised programme.

> *"Focus of assessment was mainly aimed at large numbers of undergraduate subjects that are assessed with written examinations. How do you assess postgraduate theses and orals?"* (*).

> *"Objective assessment techniques, they are not entirely relevant to my discipline, maybe some topics need to be addressed by the faculty or department"* (*).

Others believed that the e-learning session was not actionable and they raised their concerns about it. While the RIU attempts to provide suitable resources, participants seemed to doubt their adequacy and discipline differentiation appears to influence the use of technology. One participant commented:

> *"Hybrid learning - I'm not sure the resources to support e-learning are sufficient. Also not entirely conducive to the aims of my discipline"* (*).

Despite a couple of participants highlighting the non-achievement of some outcomes based on their contexts, the majority of them felt that the outcomes of the programme were achieved and expressed their satisfaction with how they experienced the programme. There was, however, a prevalent view that discipline separation should be considered:

> "*It may be helpful to divide the group into discipline-specific smaller groups to discuss in more detail how ICT, Blackboard, etc. can be used in that discipline"* (*).

The three day programme formed a storyline from background on the higher education environment and RIU's vision and mission to academics' roles in higher education, university student profiles and how the students learn as well as curriculum development and academics' continuous professional development opportunities and documentation. Although the quantitative data collected at the IP revealed that the

majority of those who attended the programme felt that the structure of the programme was appropriate and that this was consistent with interview data in that "*the programme was well structured"* (Ann - VET), some participants experienced the three days as congested.

> *"I found that the programme was interesting, well-structured and enjoyable throughout, but I would suggest some time for individuals to be allowed to digest information between sessions, something like a moment in silence, as not all participants are extroverts and recharge in isolation, it felt a bit too much at times"* (*).

The perceived overload was considered to be limiting in its rigorous interrogation and discussion of content:

> "*Too little time for group activities, felt rushed"* (*).
> *"Too much information, not enough time for deep learning"* (*).

It seems that some participants were aware of the history and duration of the programme in the previous years which influenced their experiences. As a result, concerns were raised about the length of the days which was assumed to affect the content.

> *"I know that in prior years you had a full week; this year it was only for 3 days, so I do not know what the difference is that you cover the exact same content or you cut some of the content or did we just go at a faster pace compared to previous years. So, that I can't say but some things were a bit in a fast pace. We should be in a more relaxed pace. It can be 5 days but not until 16:00, just make it a bit shorter because we have been concentrating the entire morning and the entire day. So it does get a lot. So maybe try relaxed, try not to rush through everything. The rest was okay. Just make it a bit shorter because we have been concentrating the entire morning and the entire day. So, it does get a lot. I do now understand what students go through concentrating for that long" (*Ella – EMS).

However, a more discipline experienced participant perceived the programme to be appropriate with the expectation that the programme would be justifiably loaded:

> *"I thought the programme was fine, the three day were fine because usually if it's too long, on the last day people begin to be engaged on their laptops, they are getting emails and now respond to it. I think that was the first time that it was actually condensed, I think before it was quiet longer. I just knew that there'll be a lot of information. Because whenever you hear about something that it was longer and has now been condensed, you do expect it to be a bit of information overload. I just knew I'd be inducted to the university, educational practices and offerings as well"* (Glenda – HS).

Views on the content revealed that an overwhelming majority of programme attendees felt that the content was well covered and that the subject matter was suitable. Accordingly, a majority agreed that the level of difficulty of the content was appropriately maintained and in rating the significance of the programme content to their work, they felt that it was very significant.

> *"Carefully thought out content was presented and all the tools provided for curriculum planning and assessment. Thanks, they were helpful"* (*).

> *"I believe everything taught can be actioned. It is practical"* (*).

When probed to explain further, most participants shared experiences of the relevance of the content and its anticipated use. They indicated that they would highly recommend the programme to their colleagues and even suggested that "*maybe this induction should have been also available to people appointed on a contract basis*" (Ella - EMS). These views corroborated experiences post-attendance as the following excerpt suggests:

> *"The content was good. I think the teaching content was particularly good. The research component I think it was more the things that I already knew before, but I think some things were good to know especially when it relates to teaching. For example, I didn't know about alignment; that learners have different learning*

preferences and some of the audio visual services are offered by Centre for Teaching and Learning. So that was useful" (Thabo – NAS).

The data further showed a link between the perceived dissatisfaction with the achievement of some of the sessions' outcomes and the view that some of the content was irrelevant and did not apply to some participants' practices. Consequently, consistency and corroboration of the experiences and perceptions about the content was revealed.

"*Not everything works for every department and it would help if sessions were cognisant of that"* (*).

"The content is not exactly applicable to… to every single person at where you are in your journey, no" (Sue – LAW).

It appears, on the one hand, that the majority of participants experienced the content as meaningful and relevant which may be deduced from data that confirmed departmental or discipline differences, academic undergraduate and post-graduate levels and personal journeys in terms of development that influenced the experience. On the other hand, the pre-programme online activity presented its own challenges of access for some participants. Some experienced frustration at the beginning of the programme with the online introductory session that introduces participants to the RIU's blended learning approach but overall, notwithstanding the frustration, the programme was experienced as adding value and informative.

"I really struggled with the online part of the programme; it was not structured clearly from the start and I was not sure where exactly I should do what and I also missed an online activity which I only found out in the contact session and it was not clear for me to see that I had to do an online activity but all the contact sessions were great!! Exceeding my expectations by far and I am so inspired and excited to add-on to my teaching the new ticks I have learned!! It is definitely worth my time to spend learning about teaching. Thank you!" (*).

The on-line activity is an approach used to demonstrate one of the many teaching and learning methodologies used in higher education as there is no dedicated session for teaching methods and techniques in the three-day programme of the IP. The different methodologies are modelled during the facilitation of the respective topics of the programme. According to the data, participants were satisfied with the demonstration of facilitation methods as they lived through the experience when the use of these methodologies was demonstrated and their relevance was experienced authentically. The following quote supports the finding that the role modelling of methodologies were experienced positively:

> "*I appreciate that the topics described are demonstrated in the presentations such as technology. I feel that the approach so far in general is very effective"* (*).

Demonstration of methodologies meant that participants had to contextualise the respective methods to their own teaching environments. When probed about the implementation of methodologies experienced at the IP, participants spoke about how they applied some approaches in practice and expressed their gratitude for the experiential learning of the methodologies:

> "*I did initially not understand why we played the game, you know the game about student's life but after it was put into perspective by the presenter and playing that game and it being explained, everything came into perspective, so there was nothing not useful or unhelpful. So, I really do try to have different teaching methods to get all of the students but the programme did give me the opportunity to play games and see whether I can get feedback. So being at the programme did allow me that"* (Ella – EMS).

Views on the learning experiences of the programme included varying learning experiences as participants came from different contexts and brought with them variable experiences and expectations. The majority of participants experienced the learning as meaningful and confirmed that most of their expectations were met.

> *"I would say what I understood, at the end, what the university's policy towards teaching and learning. I came away with a bit of theoretical knowledge and also*

they gave me a bit of food for thought about how students learn. That was quite important because, I thought that, I would learn about non-classical teaching strategies, so that was an expectation that I had. I hoped, I also expected to learn a little bit about the background of teaching and I expected to learn about how the university would support me, and I got all of that" (Ann – VET).

It would appear that the positive learning experiences had become useful in practice as well.

"I have learnt sort of to adjust what I need to teach to better emphasize certain aspects. I think it is good now because I've been teaching the module now for over two years. So I know some of the concepts that are difficult and I know what I need to expand on and not expand on. Now I also pay attention… attention to student's reactions" (Thabo – NAS).

Depending on when they joined the RIU, there were participants who had attended the programme prior to lecturing and others who had already started lecturing at the RIU at the time of attending the IP. These participants, therefore, had varying experiences of the programme. One participant who had already started lecturing at the time of attending the programme expressed how the teaching and learning experiences were used to develop and fill gaps in areas of knowledge and practical skills that were identified during teaching practice prior to attending the IP.

"Induction was very, very helpful. It probably would have been better if I had done it before I started teaching because there were like other things that I learnt, in the Induction course that I could have used. But then, on the other hand, after having taught for a semester already, I kind of knew where the problems lay. Then it was in some ways like there were things where I thought, 'Oh no, that's true. I didn't know that or okay this is where I could find this or this is what I can do.' So in way it wasn't a bad thing that I went after I had already taught for a semester because, it helped in that way that there was already things that I knew" (Ann – VET).

According to the above, attendance of the programme after lecturing for some time was viewed as a valued experience because the programme addressed specific theoretical and practical gaps that had been experienced during practice. However,

participation at the IP without prior lecturing experience was definitely perceived and experienced as a practical and worthy experience as the programme prepared such participants for practice:

> *"Because at that time I was a new lecturer and luckily, I mean I went through the induction programme before I started teaching. Some people didn't. So, that was good because then in setting up and developing my teaching slides I could use the learning. You know little things for instance, how, as it was pointed out that, in setting up some of the slides, one should put something like an asterisk when it is something that needs to be expanded on, setting tests, using technology, you know things like that. So, I do that and those sort of things were quite useful"* (Thabo – NAS).

In summary, attending the programme both before and after starting to lecture were experienced as valuable and equally informative. Practice experience was used to reflect on best practices in order to improve practice while attendance without experience afforded participants an opportunity to learn and develop teaching skills and to inform their teaching and learning practices.

The infusion of the respective aspects of the experiences included theory, practical information and skills which participants were able to put into practice. Overall, programme experience feedback collected at the end of the programme reflected an overwhelming positive experience of the programme which was validated by the findings from the data collected a few months after attendance. Participants' views and perceptions of their overall experience of the programme correlated with the data collected during the IP; it revealed a positive immediate IP experience of the programme which was supported by information obtained during the interviews. In sharing their overall experiences of the IP, the following excerpts reinforce the participants' perceptions at the IP and post-IP.

> *"In general, the course has been very helpful and practical. I will definitely have to go look more deeply into the topics discussed. I will also make arrangements to meet with the Academic Staff Developer associated with my discipline. Though there was some concern regarding the e- learning, I do think that it*

could especially be useful in extending classroom time outside of lectures. Students have access to computing and internet resources in computer labs" (*).

"I am appreciative of all the effort that has gone into the programme. I think it was very comprehensive and a very sound Academic Induction in three days and you tried to do the online, the activities, so you tried to incorporate a lot of elements into it. So, I do take my hat off to everybody who was involved because only once you organise a workshop do you realise all the effort that goes into it. Making sure that everybody at the different tables are diverse enough, logistics and standing up there to deliver a message and to engage, it's a lot of hard work, So I'de like to say thank you. You are definitely doing a fantastic job" (Glenda – HS).

In conclusion, the data revealed that, overall, participants viewed, perceived and experienced the programme as meaningful and that they were satisfied with the structure, content and facilitation processes irrespective of whether they attended the programme before or after having lecturing experience. In relation to the practical implementation of the learning, it appears that most of the learning was actionable in practice but that it did dependent on the context. Overall, it seems the IP was experienced positively and appears to have achieved its stated objectives and that these experiences are significant in the process of professional formation. Even though the IP did not, necessarily, meet all the needs of a few attendees, the majority experienced the programme as meaningful in terms of their practices**.**

5.3 Participants' Views and Perceptions of the Influence of the IP on their Practice

In respect of the influence of the IP on practice, the data collected during the IP suggested contradicting views and perceptions of the experience but most participants did perceive the influence as positive. Data collected during attendance of the programme indicated that the majority of the programme participants felt that knowledge and skills learnt could be applied in practice; as this participant stated: *"I felt that majority of practical advice given can be put into practice"*(*). It seemed that while most participants were optimistic about the influence of the IP back in practice,

a few felt apprehensive about the implementation and application of some of the learning at the IP; for example:

> *"A number of the concepts, especially in the student engagement session, have merit but I struggle to see how they can be implemented effectively without significant investment in both time and money (e.g. clickers, smart phone apps). I also feel a number of the ideas put across are not very time efficient - it comes around to finding a balance between presenting content or reducing the content in order to be more engaging"* (*).

It is interesting that while critical about the effectiveness of some methodologies, the participant was also thinking about ways of altering practice to improve student engagement. While some were apprehensive about the use of technologies, such as clickers and e-learning tools, as well as the investment of time and resources, other participants successfully used clickers in practice post-IP. Clickers are used as a form of a teaching and learning tool aimed at providing feedback to both lecturers and students. In the IP clickers are not only used as a facilitation tool but it appears that they are constructively aligned with teaching and learning activities.

> *"I guess with the undergrad teaching I'm kind of happy with the way that I am doing my course. I use clickers a lot to support teaching and learning. I try to pay more attention to the Study Guide and the assessment objectives in the Study Guide"* (Ann – VET).

As briefly mentioned in the previous section, during the IP there were different types of group activities in which participants took part and then applied back in practice. These included a pre-IP activity where attendees introduced themselves and then through their membership in an e-learning group participated in a work activity on learning theories. Group members were assigned different articles on a learning theory which they had to summarise for fellow group members. This activity was followed up at the IP and an overwhelming majority of participants experienced it as valuable. The experience appears to have had such a positive influence that this approach was implemented in practice soon after attendance:

> "*I thought with the pre-course online activity, the facilitator was fantastic but not everybody contributed, so when we go to the session, not everybody had read the material. It was also nice that when we got there that you know so and so. There were two or three of us in our group who did the "Principles of corporative learning", so it was nice meeting the person over there who had also contributed to it. So I did like that. When we got there we did the Jigsaw activity. Back in practice a group of mine used it for something else that we had to present and it went well. It's a good activity to use to get people to learn a lot of content and be able to explain it in a simple language to others*" (Glenda – HS).

For some participants, the practical application of some of the teaching and learning approaches were both rewarding and challenging at the same time. Implementing group work as a teaching and learning method aimed at promoting collaboration and engagement was experienced as a worthwhile exercise but it also posed challenges for both the lecturer and students. In using group work as a methodology where students role-modelled different characters in a legal case, the students embraced the approach, collaborated and participated in the activities; they seem to have enjoyed the learning experience.

> "*Another group work facilitation, is when for the Labour Law module. One of them is a mediator, the other person is the applicant and the other person is the respondent, right! So they are supposed to work as a cohesion. The mediator is supposed to listen to each side, hear the dispute. Maybe recommend something, to try and get them to collaborate together to work out their dispute, they took part and enjoyed it, I could tell the learning was better than if I had lectured the same content"* (Sue – LAW).

The researcher found it interesting that using the same methodology, the students rejected the group work approach if it was used for assessment purposes. It appears because assessment carries a value that contributes to performance, students were anxious about the level and the extent of contributions of group members to the task. The experience proved that transparent quality assurance measures need to put in place otherwise

"You always get someone in a group who doesn't work – like…and, in two different subjects and… then you always get the complaints afterwards that they never pulled their weight. Why did they get the high marks that we did? We basically did everything" (Sue – LAW).

In terms of the above view and experience, during the follow up session participants cited students' experience of working in groups as a challenge. In describing this challenge, one participant emphasised the value and importance of student preparation before a group work activity is assigned.

"Working in groups is not natural. It is advisable to have a session on group work to explain the value and purpose of the activity, the roles of group members and so on. The task should also be clear with guidelines for students to be able to share the work equitably" (*).

It seems that back in the lecture room participants were generally confronted with the challenge of using group work as a facilitation method. The participants appear to have developed skills to address the challenge by sharing best practice that would minimise complaints.

"*Compiling a rubric and peer evaluation form jointly with the students for the task is valuable and reduces consultations on what is expected. Involve them in compiling them"* (*).

Some organisational and instruction management skills were learnt during the IP. Participants were able to identify gaps in their instructional practices and in managing their learning environments. It was been noted that the majority of participants reviewed their teaching and learning materials - as explained in the following excerpt:

"I worked on my Study Guide and since then I re-visit it yearly, it's always like there's something new and the university has a new format, so I've definitely been made aware of that and the approach I took to my course, especially my third year course. Of course I think before the induction I could have made it more challenging, which is what I'm doing now. I believe I have now pitched that module at an appropriate level. I have decided to do things different from how I was taught. There's no single platform that fits all the teaching" (Pako – HUM).

For the participants the attendance of the IP not only provided them with an opportunity to experience and learn about higher education teaching and learning, it also ignited an interest and improved perceptions about teaching and learning as well as stimulation them to take action to improve their own teaching practice in order to assist students to learn better through engagement.

> *"So, after the induction I learnt to keep them engaged throughout the lecture not only at the end to keep them engaged. To say well, what are your thoughts about this, what did you learn that you didn't know about it, what was interesting, give me your feedback. That's something I never thought of that we have different students. I only thought that we have different learning methods. Like I might have a preference for certain teaching methods and students might have other learning mechanisms that don't really work with my teaching method"* (Ella – EMS).

One of the aims of the IP programme is to ease newly appointed lecturers' entry into higher education teaching practice; when participants shared their views and perceptions of the influence of the IP on their practice, the majority mentioned that the programme had a positive effect on their teaching practice and they expressed their appreciation for what they learnt from the programme. The data that was collected at the IP was corroborated by the interview data and the programme seems to have achieved its aim to prepare participants for practice - particularly for those without any lecturing experience as is reflected in the following two excerpts:

> *"I am new to the RIU, and the programme was a great way to gain invaluable insight about numerous resources available and i feel equipped to effectively conduct myself as a lecturer and researcher here"* (*).

> *"The programme that you gave us really helped me to get my feet down when I got to the classroom on the first day"* (Lerato – EDU).

During the data collection phase, participants shared their views of the implementation of teaching methodologies experienced during their attendance of the IP. Some of the learning that took place included the recognition of teaching and learning philosophies; the use of the learning approaches experienced during the IP; and the use of learning technologies as well as the consideration of the value of aligning learning materials

with teaching and learning activities and the planning of learning opportunities. It seems that the participants recognised the importance of understanding how learning takes place.

> *"One of the things that I took away, that I still implement in all my lectures, were things like, you know establishing prior learning, I always start of the slides with recapping what the last lecture was about and what this the current lecture is, and ending off with the point at which what they need to look at in preparation for the next lecture"* (Thabo – NAS).

The development of personal capacity was mentioned repeatedly by the participants; the implementation of learning experiences that took place and that are still maintained in practice were also shared.

> "*Before the Induction I would never have thought about planning those games in my class. I knew about them but it takes so much time to develop it and then after the induction I decided, this is something I need to do. I need to motivate the students. Starting with thirty eight Honours students I know them by name and I need to prove to them that this can be fun. Because it's just theory, just words, you need to interpret and understand. So you need to make time to make it fun"* (Ella – EMS).

The data revealed that attendance of the programme facilitated reflection which, while interrogating the application of the learning, the majority seemed keen to implement what was learnt at the IP back in practice. The data also showed that an overwhelming majority of participants experienced the programme as significantly applicable to their work.

> *"This programme helped me reassess my approach to teaching by allowing me to identify my role as a facilitator in the construction of learning and new knowledge"* (*).

The collected data suggested that all the participants implemented aspects of the learning experienced which they deemed relevant to their respective contexts - from understanding the value of theory to the importance of student engagement during the teaching and learning processes and feeling empowered.

"Yes, for me as a novice lecturer it was really useful because as I say, I didn't get any induction from the department. Maybe to them everything was fine, I am lecturer, I will see what to do and when I got there it helped me a lot. It contributed because it paved a way for me to get into the classroom with confidence of which I didn't have before. So looking at the class size and the level of the students I was going to teach and bringing the student's unrest in the previous year. So I was wondering, should this programme not be there, would I be able to cope with all those issues?" (Lerato – EDU).

In the light of the above evidence, it may be concluded that post-attendance of the IP all participants implemented some of the learning they experienced, such as understanding how learning occurs by acknowledging that students engagement is key to the learning process and that they are partners in the learning environment. Some participants addressed and reviewed the learning materials which form part of the alignment of teaching, learning and assessment practice, including the use of teaching and learning tools to which they were exposed. It appears from the data that participants recognise that improving and changing practice takes time and requires effort on the part of academics without compromising quality. In addition, the data indicated that not all the learning could be implemented in practice without experiencing challenges because of varying disciplines and contexts. However, it appears that the learning has influenced participants' practice.

5.4 Participants' Views on the IP's Contribution to the Facilitation of the Integration of Participants into the Institution

The IP is the only compulsory developmental programme where lecturers meet colleagues from other faculties; have an opportunity to share best practices; and are exposed to the research, teaching and learning support structures. Besides the formal group work activities and informal networking opportunities with colleagues from other faculties over the three days, there is a scheduled faculty meeting session where the Deputy Dean (Academic) of each faculty facilitates proceedings. In attendance at this session are the specific faculty's academic staff members who are attending the IP, the faculty's designated Faculty Staff Developer, the Instructional Designer (Learning Management System specialist) and the Student Academic Advisor. Each Deputy Dean decides on the agenda for the meeting. Participants used this opportunity to

learn about the teaching and learning support structures that were available in the faculty.

> *"I got a chance to meet the Deputy Dean who I have seen at a distance as well as to clarify how I can make use of the support as well as how and when to communicate with the Student Academic Advisor. I now have a very good working relationship with the Advisor. I know I trust her not to be judgemental, she is very knowledgeable and patient"* (Pako – HUM).

Evidently, the participant experienced this dedicated session as valuable and informative and seems to have established a professional working relationship with the advisor. As a follow-up to the attendance of courses, in some faculties opportunities are created within departments to share the learning from developmental courses attended; it would seem that this practice stimulates learning which is evident in the following extract:

> "*Colleagues are supportive. Returning from a course you report back on the learning and people ask questions but ultimately, I tend to do changes and improvements to my own module and try influence others who I want to involve. So whatever I learn, I try to innovate within my own space first"* (Glenda – HS).

The format and structure of the IP enables processes that facilitate networking and collaboration through assigned activities and tasks before and during attendance.

> *"I was sitting with and also to meet people from other faculties, from Music Therapy, that was quite interesting and Agricultural Sciences and Dentistry. It was nice to see all of us new lecturers and sharing our experiences, almost fears like, what can we expect. So it was very nice"* (Ella – EMS).

The activities encourage communication about practice across disciplines between colleagues who are in the similar position of being new in teaching at the RIU. Some relationships developed on-line through the pre-programme on-line activity as well as by means of different group activity formats which forced participants to collaborate with colleagues from other faculties and departments. Some participants experienced the group-work as valuable because they learnt and shared practice with each other.

> "*That was the only platform that you get to mix with other faculties and see, know what they do and how they test and what is the student lecturer*

relationship and things like that. And how big and how small certain classes are" (Sue – LAW).

"*I met another colleague form Humanities – I think Linguistics, so we are in contact as we are always at the same courses that I enrol in. So there's another colleague, she was in my department and the people in the support department"* (Glenda – HS).

Some participants were fortunate to encounter colleagues who they knew; attendance of the IP further developed those relationships post-programme and some developed into research collaboration partnerships - as is reflected in the quote that follows:

"*I was lucky enough to go there with people that I knew. Colleagues that I've met before, so a lot of them, sort of, I still keep contact with them. I just had a meeting with one now actually, but that obviously relates to research, most of the time"* (Thabo – NAS).

While the programme presented networking opportunities with some participants taking advantage of the opportunities, a few of participants returned to practice with little or no follow-up in terms of relationships that were formed. For these participants, their experience of the academic world is that of working in silos. There seems to be a perception that higher education teaching practitioners are experts in their own right and, therefore, lecturers may be shy in seeking guidance and/or support from colleagues. Even though the programme encouraged and facilitated the establishment of working relationships, some participants' relationships ended at the conclusion of the IP - as the following attests:

"*At the programme I didn't develop any networks besides the people that were in my faculty and mainly those that are in my department. The reason why I say that is that, I don't know… as academics I think we consider ourselves to be our own, to own ourselves, we are self-contained in a way that I don't want a fellow colleague to know my weaknesses, getting to a colleague and telling them that I'm struggling here and there would just be letting myself down, so the colleague is going to look down upon me as if I'm incompetent. So, I didn't really, it was just something that was done there and it ended there"* (Lerato – EDU).

When probed for clarity, most participants cited how academia is seen to be judgmental in terms of stature and participants expressed their reluctance to develop working relationships with other colleagues.

> "Y*ou cannot speak in the presence of your colleagues because the moment you say it, you are belittling yourself, you say your weaknesses that is when they are going to look down upon you"* (Lerato – EDU).

> *"I think academia is still very snobbish. We talk from now, we are not friends, shall I put it, we are colleagues – it is not like we will be like, okay come lets go for Coffee or something like that you know"* (Sue – LAW).

While a few of the participants struggled to forge relationships back in practice, some of the relationships formed at the IP were sustained post-attendance of the programme. These relationships not only blossomed professionally but socially and interdisciplinary.

> *"The one lady I met there, we are now friends, so we lunch together so it did create an opportunity to make new friends and also not only someone in the department that you see every day and listen to every day but also to have an inter-disciplinary relationship, so I really think it was good"* (Ella – EMS).

The data suggested that integration into the institution is not limited to social relationships forged at the IP but could be facilitated through professional relationships within departments and faculty; the aim of the programme is to facilitate the wider integration into the university. Post-attendance of the IP there were participants who heeded the advice given at the IP and established professional relationships in order to advance professionally, specifically in developing their teaching skills.

> "*But there are quite a couple of experienced professors. There's one person in the department who was a teacher before she became a Veterinarian and so she's amazing at teaching. So to be honest, if I want to know any little thing about teaching and learning, I just go and ask her*" (Ann - VET).

When probed for clarity, the participant elaborated:

> *"You know, at the course they spoke about finding a Mentor? I think definitely having this mentor that I talked about has contributed. She does like, amazing*

stuff. It is interesting to see what she comes up with, what kinds of teaching methods and how she involves students and stuff. So, that gets me to think about what maybe I can do too" (Ann – VET).

Over and above the one-to-one relationships, reference was also made to other forms of professional communities ranging from support systems to work-based teams. These relationships were related to interaction on academics' teaching practices and ranged from good professional relationships with the Academic Staff Developer for teaching and learning support to relationships with module and/or departmental colleagues for module discussions and collaboration.

"Ja, so, as part of the module that I teach, so there's two of us that are part of the teaching team but also the head of department is heavily involved as well. So there's, sort of constant communication between the three of us" (Thabo – NAS).

In terms of support in teaching and learning, participants explained how the IP demonstrated the value of Academic Staff Developers to their teaching and learning practices.

"I use the Academic Staff Developer. I've used her before the induction but I've used her more after the induction" (Ella – EMS).

"My relationship with our Academic Staff Developer improved a lot. I'm in contact with her about my teaching, she's very friendly and approachable. Even during the evaluation, she provided valuable feedback and her personally during the visit and post the evaluation, getting to talk to her about it and the feedback. She's someone you know that when you design the Study Guide or compiling a Teaching Portfolio, you can send it to her because you feel that it is going to be non-judgmental. In this environment people are judgemental, so you wouldn't sent you Study Guide to her without trusting her assessment. You know that with her, you can send her something and you know that it is going to be constructive feedback…There is support within the department and the HoD is very understanding in that we work as a team. We share responsibilities" (Pako – HUM).

In terms of the data, it may be concluded that the IP did facilitate participants' integration into the university with relationships developing during attendance of the programme and some being sustained post-programme and later further established in practice. Some of the relationships that developed post-attendance evolved into friendships while others developed into professional communities that share resources and learn from one another. It seems that attendance of the programme assisted the process of incorporation into the university and provided opportunities for exposure to respective levels of support. While in some cases academics continued to work in silos, the programme did provide opportunities and developed communities of practice for others. In some working communities other academics were involved while in others the Academic Developer was included. Furthermore, it seems that the learning processes at the IP facilitated a sense of belonging in some cases.

5.5 Participants' Views and Perceptions of the Development of their Professional Identity Post-IP

During the data analysis process four lower order themes were identified: participants' understanding and views of themselves professionally; participants' understanding of how others perceive them; participants' interpretation of the influence of the IP on their professional growth; and participants' reflections on their behavioural changes after attending the programme.

5.5.1 Participants' understanding and views of themselves professionally

The first lower order theme identified was how participants understood and viewed themselves professionally. Being relatively new to the higher education teaching profession, all participants seemed to reflect on their professional development and identity. It seems that several of them reflected on their perceptions of teaching and learning and its influence to their professional growth. It would appear that attendance of the programme enabled participants to question their perceptions and beliefs about teaching and how they viewed themselves as 'teachers'. According to the collected data, for some participants reflecting on their professional practice was part of their being; it also suggested that the programme facilitated changes in participants' attitudes towards teaching and learning and stimulated a more transformative perception of their practices as the extract below attests:

> "*It is in my nature to reflect, it comes, it is something that I have a sense of, I attend, I reflect on what I usually use it and how this has changed it. So, there were some aha moments, like, okay, this is what I've been missing or this is another way of doing something or this is the proper way of doing things. So, you come back and you sort of want everybody to have proper Study Guides. Yes, the induction did prompt me to question a few things about teaching and how I fit in"* (Glenda – HS).

Attendance of the programme afforded participants a chance to experience reform approaches and it appears that they were empowered to reconstruct practice through their changed perceptions of teaching and learning.

> "*I have also reviewed my question papers, they now encourage higher levels of thinking and even for the first years I encourage synthesis during the teaching and assessment. My assessments are not about regurgitating because anyone can read a textbook I my questions require them to apply and synthesise"* (Pako – HUM).

These changes in attitude about teaching and learning were facilitated by the learning that motivated participants to think about their practices and their beliefs about their professional environment - a self-enquiry exercise of reflecting on practitioner experiences. It would seem that attendance of the programme and this reflective exercise engendered enthusiasm; led to participants developing professionally; and enabled the recognition of growth.

> ""*I guess I felt quite inspired, you know to try and improve the way that I was teaching. Over the past years, I think that over the last 2 years I have definitely been able to improve. Okay, so, obviously the Education Induction was really useful because there was a lot of didactic theory, which I didn't know anything about"* (Ann – VET).

For the discipline-experienced participants, it seems that these perceptions of learning were supported by theory and, therefore, the changes introduced were informed and grounded. Although this is still in the early stages of the changing process, the quote that follows illustrates the change process that participants experienced and reflected

on. It would seem that this participant recognised the influence of development to the process of becoming.

> *"I get involved and hear colleagues speak a different language, the induction served me well, I feel a lot more prepared when I put together my own teaching material but also when I engage in conversations regarding teaching and learning, I feel more comfortable. I think it is not about something that I think it's a good idea but it is something that comes from a theory or philosophy, e.g. Bloom or something. So attending another Brown Bag session with a colleague of mine, because I mean attending and doing this, teaching is something that I really enjoy"* (Glenda – HS).

Some participants now view students as co-constructors of knowledge and contributors to the teaching and learning space. It appears that these participants view and understand their role as that of facilitator in the learning process and they are not threatened by the cognitive capacity of the students:

> *"In facilitating for PG, we sit around the table and were learn from each other. I am a learning partner, so I try as much as I can to create a community of learners whereby I learn from them and they learn from me. That is one thing that I have learnt that I shouldn't undermine the knowledge of students because they might know more than I know. I allowed them to go and explore and how they presented, I learnt a few ideas for developing my own curriculum"* (Lerato – EDU).

To summarise, attendance of the programme seems to have facilitated changes in participants' perceptions about themselves within their teaching and learning spaces as they engage in reflective and responsive practices.

5.5.2 Participants' understanding of how others perceive them

The second lower order theme refers to academics' understanding of how others, such as colleagues and students, perceive and view them. In developing identity, it is important to get a sense of how others view you. During the data collection it was clear that academics experienced the pressure of how others viewed them and this perception influenced available development opportunities.

> *"The thing that hinders my professional development is fear of exploring whereby I would ask myself what would so and so, how will they consider me. You know, is what I'm saying going to make sense to other people? Being scared of taking risks… because exploring new things is all about trying to shift your mind from the comfort zones"* (Lerato – EDU).

When probed to elaborate on how external recognition influences the development of a professional character, recognition of research output and contributions to discipline research on teaching and learning was mentioned as affecting respect and acknowledgement by others. Many participants indicated that

> "*There is no balance. Really, you know you are told that no one cares about teaching. I mean, I've already kissed teaching awards goodbye, I'm never going to get any awards. I mean, if you are going to be, say you going to be the best lecturer all the time right, but you do not publish, you are not going to be promoted, and they'll say it. But on the other hand, if you never get the best lecturer prize and you do publish, like a lot, then you will get promoted"* (Sue – LAW).

Some, while acknowledging that fellow academics' recognition depended largely on research, reported that students' perceptions of academics was of value and could be trusted - as is suggested in the following excerpt:

> *"The other thing was even approaching students themselves as to how do you feel about this is not a problem anymore. How can this be done. To me asking students some questions is for me to get their side voice, to get their feelings about my teaching. I don't feel like when students say something about my teaching, I am going to feel small or that. I trust their views as to how can I develop myself, so that's the way I teach now, I trust student's input, student's voice"* (Lerato – EDU).

It would seem that the perceptions and views of others, influence participants' confidence levels and the development of professional growth.

5.5.3 Participants' interpretation of the influence of the IP on their professional growth

The third lower order theme which concerns participants' interpretation of the influence of the IP on their professional growth included both positive and negative views. Participants expressed their increased awareness of educational concepts at the IP and this awareness has made them mindful of the effect these have on their teaching practices and professional development.

> "*The content was good, I really loved all of the lectures. It was interesting to see all of the enthusiasm in all of you, like carrying it over to us and then creating that in us, it was like this is how we need to be. We need to be enthusiastic about teaching, because that is why we are here. Teaching is my passion"* (Ella – EMS).

When returning to practice, the influence of the IP on participants was not only in introducing new practices but it also prompted a general awareness about teaching and learning theories which influenced how participants thought about their teaching material, student learning processes and the consideration of the many factors that play a role in learning. Therefore, it would seem that participants were developing professionally as 'teachers'.

> "*I changed the reading material for my modules, post the induction, I did my homework because I realised that prescribed books which we use as a "be all" are not necessarily enough. I had to read more about the course as the challenge with education is that it is always evolving. Something happens today and there's a book next year and you have to keep up. You have to get yourself in touch with everything that is happening in your discipline*" (Pako – HUM).

The collected data revealed that the learning at the IP increased educational knowledge, challenged perceptions of teaching and learning and provided connections between theories learnt and their application in the lecture room which seems to reflect developmental gain in participants' practices. The following quote summarises how one participant perceived the IP in having contributed to her professional growth:

"*You know when you step back out of your environment and you come back with knowledge, you do tend to take more time when you are preparing something. Because now it is not the same old same old, now you have learnt something, now you need to read up a bit more on it or look for a template or you look for examples. Not everything can work when you are in the real environment because it is now the class sizes, so you just need to be creative. I tend to try new things to see if I can do things better but not at the expense of the students. But if you don't try or bounce ideas with colleagues you won't further your teaching practice and philosophy or advance your academic scholarship*" (Glenda – HS).

When probed to expand on the apparent renewal experienced after the attendance of the IP, the participant linked the IP learning and development experience to the influence of the cultures in developmental communities and their contribution to one's professional growth.

"So I think the culture in itself, I feel like if I go to an induction programme and there are lot of educational people, consultants there and academics who are interested in education as well, I feel rejuvenated. Whereas if I attend something quiet scientific, everybody is interested in accumulating the research. Also that there are different cultures within different communities, so always in the educational community the culture is about innovation and sharing and about the evidence but also about trying to adapt and about our context" (Glenda – HS).

However, there were IP factors that were perceived as constraining to development and change in practice. In addition to the above-mentioned aspects related to the perceptions of others, there were factors that restrained the adoption of the new learning from the IP. It would appear that while the learning is embraced, other pressures influence transfer and professional growth:

"*We are put under pressure. I was placed under pressure just last week that I should have an article by the end of September. So, that not only me but other people in the department because we need those numbers, we are told. We need the research numbers. So we are put under pressure that we must do research but again, if I need time for the research I need to be given*

the time. I mean some of the responsibilities should be taken up by someone else and that is not happening. When then should I implement what I have learnt? " (Ella – EMS).

These constraining factors seem to influence the implementation of learning from the IP and other developmental programmes aimed at developing teaching capacity; these ranged from time limitations and workload to incentives. When probed to elaborate, one response was:

> *"I think, just time. Really, I really want to do the E-Learning for Academics' course, but I don't have time for that. I want to attend the Turn-it-in course but I do not have time for that and I think part of the hindering is that these courses are on main campus. So, it is just like, it makes it a bit more difficult for us to do… and the knowledge and skills gained need time to implement*" (Ann – VET).

While participants acknowledged the challenges that influence the implementation and - by default - affect professional growth, the interpretation of the influence of the IP on professional growth seem to have influenced higher education teaching and learning discourses and changed process activities in which participants engaged; exemplary practices seem to have ignited interest in developing participants as teachers.

5.5.4 Participants' reflections on their behavioural changes after attending the programme

The fourth lower order theme identified from the data was participants' reflections on behavioural changes in their teaching and learning practice post-attendance of the programme. These behavioural changes included changes in their approach to teaching and learning:

> "*I worked on my Study Guide and since then I re-visit it yearly, It is always like there's something new and the university has a new format, so I've definitely been made aware of that and the approach I took to my coursed, especially my third year course. Course I think before the induction I could have made it more challenging, which is what I'm doing now. I believe I have now pitched that module at an appropriate level. I have decided to do things different from how I was taught. There's no single platform that fits the teaching"* (Pako – HUM).

Furthermore, attendance of the programme seems to have improved participants' levels of confidence to an extent that they were comfortable enough to contribute to departmental discussions on teaching and learning and sharing their opinions with colleagues.

> *"In terms of my teaching, so I use accountable assessment within the hybrid learning model incorporating e-learning and students enjoy that. It did contribute because we were having a discussion within the faculty with the Deputy Dean – Teaching and Learning about the status of hybrid learning within our school because it made some of the conversations easier when I got back. I was able to contribute as well to the discourses about teaching and learning because of the changes I introduced to my teaching practice"* (Glenda – HS).

In addition to being able to share in the teaching and learning dialogues, participants took part and collaborated informally and formally in educational settings by joining educational forums for self-empowerment.

> *"That's why I also indulge in things like SAFE [Safety, Attitude, Focus and Empathy approach – Medical Health training programme] and I want to be part of the educational committees because the people themselves are a different breed than the academic who is not interested in furthering him or herself" (*Glenda – HS).

Other behavioural changes included using a learner-centred approach in facilitating learning and although it appears that some participants were confident of their identities as good lecturers because of student feedback, it was only during the attendance of the programme and reflection that participants' poor practices were exposed and their perceptions of learning and beliefs about teaching were challenged - as is illustrated in the following excerpt:

> *"The induction programme assisted me in structuring my lectures because prior to it…. I was very enthusiastic when I lectured and the students saw that and my evaluations always came through that - thank you for your enthusiasm in your classes, you really make us interested and get our attention. But I think I talked straight for 40 minutes and some students, because of the way that I*

lecture, some of them do stay awake for the full 40 minutes but I know that there are students that I loose. Having a class of 250 students, you can't see all of them that get lost, you can't put your eyes on everyone" (Ella – EMS).

It also appears that participants' experience of the programme helped them improve in confidence; it developed participants' enthusiasm and promoted an improvement in their practice. Some felt empowered enough to trust themselves.

"I liked the programme because it really introduced me into the teaching and learning system of which I didn't have. That is why I say I wonder how I could have dealt with the first lesson that I had. But from what I got there, when I was preparing my first lesson, I was referring to one of the facilitators who used the "flying" metaphor, how you must plan a learning opportunity that the students must consider you as the facilitator, they also have views" (Lerato – EDU).

For other participants the experience of the programme enabled them to understanding the educational underpinning principles which, it would seem, influenced and promoted the adaptation and improvement of their teaching practice by implementing new educational methodologies as well as bringing about changes to their practice.

5.6 Conclusion

This chapter provided the qualitative findings obtained during the study. In the process of the research four key themes were identified. Each has been explained by means of examples taken from the data sources used in this study.

While the data largely suggested positive experiences of the programme, concerns were raised about the transfer of the learning back into practice - a lone neutral reaction to the influence of the IP. All participants mentioned that they implemented some or other aspect of the learning but their experimentation was not without challenges for a few participants. While some participants benefited from attending the IP in terms of professional and social relationships, others had perceptions of a hostile teaching and learning environment at the RIU that influenced sustaining networks formed during attendance.

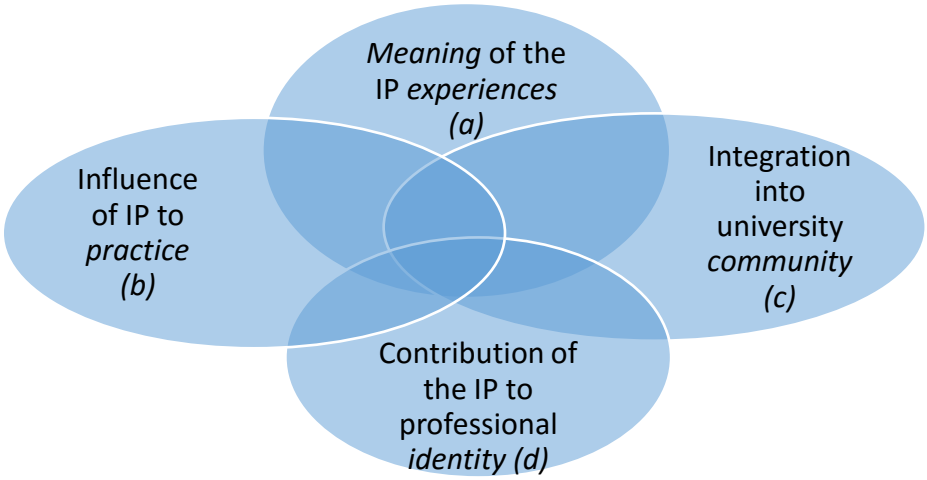
The processes used during the study afforded participants opportunities to reflect on their experiences of the programme, its influence on practice and their ways of doing

things in practice post-attendance of the IP. The data revealed changed perceptions about teaching and learning and changed behaviour in teaching practice. The next chapter, Chapter 6, gives an analysis of these findings.

CHAPTER 6
DISCUSSION ON FINDINGS

6.1 Introduction

The previous chapter presented the collected data which was organised into sections to produce a readable narrative, guided by the research's sub-questions. This chapter discusses the findings in relation to the relevant literature in order to answer the research question: *How does an Induction Programme (IP) contribute to the professional formation of early career academics (ECAs) in a research-intensive university*? The analysis in this chapter is aimed at a more integrated depiction of what emerged. Bloomberg and Volpe's (2008: 139) elements for framing an analysis process informed the discussion in this chapter. The elements are: connecting the threads of the experiences of participants; expressing participants' understanding and explanations of the (learning) connections; illustrating relationships and connections of the findings; and consistency or inconsistency with the literature reviewed and the theory that framed the analysis (see Figure: 6.1 below).



(Source: Wenger, 1998).

Figure 6.1: A Conceptual Illustration - An Overview of the Grouping of Data Categories (Key Themes) Aligned with the Social Theory of Learning

The four research sub-questions, repeated below, corresponded with the theory (see Figure 6.1 above) and guided this chapter. Subsequently, this chapter provides a summary of academics'

1) understanding and perceptions of the meaning of the learning experience of an Induction Programme.
2) views and perceptions of the influence of an Induction Programme on practice.
3) views and perceptions on the contribution of an Induction Programme to the facilitation of their integration into a research-intensive university.
4) understanding and perceptions of the development of their professional identity post-attendance of the Induction Programme.

6.2 Understanding and Perceptions of the Meaning of the Learning Experience of an Induction Programme

In this study the meaning of 'the learning as experience' from the Induction Programme (IP) was first contextualised within a broader concept of professional development (Wenger, 1998:5). Thus, this approach enabled an exploration of the contribution of the orientation programme as a professional developmental initiative and how its meaning and interpretation influenced practice; integration into the institution; behaviour and attitudes; and its contribution to Early Career Academics' professional formation. Therefore, academics' meaning and interpretation of the IP as a tool for professional development and a component that contributes to professional formation is expressed in terms of academics' experiences. The findings revealed diverse experiences grouped into the following elements: personal; contextual; and programme content and processes.

6.2.1 Personal elements

In the literature review professional development is described as a complex process that academics engage in through, for example, an induction programme as an initial introduction to higher education practice to develop academics as professionals (Baume, 2005; Hick *et al.,* 2010; Knight *et al.,* 2006; Stes & Petegem, 2011; Clegg, 2009; Leibowitz *et al.,* 2014). While the IP is the only compulsory professional development programme for orientating newly appointed academics that provides a structured developmental opportunity amongst many professional development activities for the enhancement of academics' formation, the collected data revealed that academics view and perceive their professional growth as a personal

responsibility. As a result, the ultimate contribution of the IP to formation depends on individual academic effort. For example, two participants said:

> *"Professional development opportunities are left to us"* (Ann - VET).
>
> *"If you come in a job and you want to be a pro, then you have to be the captain of starring the ship you know, if you want to be a pro. Otherwise, you will not develop*" (Sue - LAW).

It seems that both Ann and Sue's views, given above, reflect an acceptance of an obligation to one's professional development and suggest that personal interest and commitment to professional growth stimulate participation in professional learning opportunities which, in turn, may influence the process of professional formation.

Findings that emerged from the collected data on the meaning of the IP experience revealed that considered experiences may be expressed with differing meanings as the experience is depended on its meaning for the individual and on the context at that time. The following quotes from two academics illustrate the point:

> "*Good tips for lecturing and administrative responsibilities at the RIU*" (*).
>
> "*Some departmental administrative aspects were not discussed*" (*).

Participants attending the same induction programme had opposing experiences of programme content in terms of facilitation methods. Kirkpartick (1998) maintains that the evaluation of feelings and opinions about a programme are significant to determine aspects that need improvement and that this level is crucial as it influences formation and investment in other learning experiences. Wenger's (1998) Social Theory of Learning framework refers to this reporting as a process of giving meaning to the learning experience during and post-attendance of a development programme. The findings in this study correspond with those described in the literature in that "a precondition for professional growth" which develops formation is learning from experience; giving thought to the experience; and attaching meaning to those experiences (Karm, 2010:203)

Furthermore, the findings in this study are supported by the literature's explanation that professional development is a complex process; it was noted that academics'

understanding and views of professional development varied from perception to personal experiences influenced by personal characteristics, discipline and institution (Matthews, Lodge & Bosanquet, 2014). While the collected data revealed that a majority of the academics experienced the programme as significant to their work, the findings confirmed the complexity of professional learning and its influence on formation as it indicated challenges in terms of the transfer of the learning from the IP to practice. It seems that the transfer of learning was difficult because it had to be carried out together with other responsibilities and expectations that added to workloads and influenced the use of the learning and professional growth which, in turn, affected academic development. These experiences confirm previous findings that note the problem of time for programme attendees and citing, for example, balancing learning and teaching development with research expectations as a recurring theme (Kandlbinder & Peseta, 2009; Ginns *et al.,* 2010). Similarly, within the research-intensive context of this study, the findings confirmed the impact of the limitations of time on the transfer of the learning with an emphasis on the perceived prioritisation of research over teaching – further impacted by publication pressures with, in some cases, inadequate support (Ginns *et al.*, 2010). Therefore, academics claimed that they are left to allocate their time and agency within this context of a RIU which Crawford (2010:198) describes as "an interplay between structure and agency."

The academic participants felt that the content was well covered and appropriate during the IP; they were of the opinion that the subject matter was suited to the programme and an appropriate level of difficulty was maintained. In addition, for the majority of them the programme provided many pedagogical tools and introduced them to available resources which they claimed provided growth in confidence and teaching practice (Huber *et al.,* 2011). Even for those with a teaching background, the learning was experienced as meaningful:

> *"As someone who has background on education through my degree, I was able to identify the different strategies and methodologies used by the respective facilitators. I mean, again as an educator, there is always something to learn, you know, you'll never learn it all. So I think in that sense there is always something to learn"* (Pako – Humanities).

Despite the positive feelings that the findings indicated about the programme, the literature cautions that while enthusiastic and positive, reaction does not guarantee learning; the transfer of the learning; and a contribution to the development of an academic's formation (Kirkpatrick,1998).

The findings suggested a clear distinction between academics who viewed professional learning as dependent on personal initiative and engagement and those who perceived it as something that is overshadowed by challenges over which they have no control. In terms of the above discussion, it is evident that professional development is subjective and fluid and that its influence on professional formation is complex. The experience of the IP was limited to the personal meaning of the professional learning opportunity and its envisaged contribution to professional formation. The participants' understandings and perceptions that emerged from the data confirmed the findings in the reviewed literature: that development from programmes, such as the IP, are "highly personal and contextual" (Staniforth & Harland, 2006:194) and that participation in these programmes is influenced contextually, either positively or negatively (Leibowitz *et al.,* 2014).

6.2.2 Contextual elements

The findings in this study showed that all participants felt that the stated outcomes of the programme had been achieved and the learning was experienced as relevant and applicable to practice with a few calling for contextualised professional learning activities during the programme. This is in line with the growing interest in discipline-specific development programmes where the focus and purpose is to position these programmes at departmental or faculty level (Wood, Bower, Brown, Skalicky, Donovan, Loch, Joshi & Bloom, 2011; Lisewski, 2005). This recognition highlights disciplinary differences that may reduce the challenges of contextualising the knowledge and skills learnt at centralised programmes and as experienced by some attendees of the programme. The collected data provided mixed views about the experience relating to the use of some of the methodologies presented in practice when participants returned to their lecture rooms; concerns were expressed about the lack of consideration of the differentiation of disciplines.

"It may be helpful to divide the group into discipline-specific smaller groups to discuss in more detail how ICT, Blackboard, etc. can be used in that discipline" (*).

Participants were apprehensive about the practicability and the impact of technology's enhancement of teaching and learning practice which further deepened anxiety and uneasiness concerning implementation in practice. However, the findings were in line with the view that "programme participants have to transfer decontextualized knowledge and translate generic ideas on teaching and learning in practice into specific work-based disciplinary contexts of their departments" (Guile & Young, 1998:174, in Lisewkski, 2005:4). On the issue of centralised versus decentralised orientation programmes, the literature includes contrasting positions. Some researchers claim that decentralised programmes present a "false separation of pedagogy from epistemology and practice within and between disciplines" (Malcolm & Zukas (2000:55) while others argue for the placement of professional development activities in departments and disciplines (Gibbs, 1996; Knight & Trowler, 2000; Wood *et al.,* 2011). The IP in this study is a centralised programme which creates a learning space that promotes "critical interdisciplinarity" which creates developmental opportunities that encourage "interdisciplinary conversations" (Rowland, 1999:308). It emphasizes "cross sector learning between formal programme and informal departmental communities of practice" that should be maintained in "pursuit of teaching and learning improvement and innovation" (Lisewski (2005:14); this is aimed at the enhancement of the professional development of the self. Despite the opposing points of view, it is suggested that individual needs and disciplinary differences should be well thought out and considered in terms of their influence in designing a curriculum for teaching and learning (Brew, 1999; Lisewski, 2005); this highlights the importance of the curriculum of the programme in influencing improvement of practice and development of academics.

6.2.3 Programme content and processes

It is noteworthy that there appears to be challenges in developmental initiatives aimed at transforming university practices and the transformation of teaching practices. The session on "transformation" received mixed responses regarding the achievement of its outcomes. While some academics experienced the session as meaningful in "*being*

sensitive to diversity and the use of inclusive examples" (*), others voiced their dissatisfaction with the achievement of the outcomes of the diversity management session. This session was also experienced as "politically sensitive" and complex as one participant commented: "*talks on diversity, transformation and student profiles were too sweeping, and a little biased*" (*). The participants' experiences reinforce the findings of two South African studies that determined that facilitators have struggled to address the topic of transformation or student diversity management effectively over the years as attendees of programmes continue to request empirical evidence of suggestions shared during such sessions (Herman & Leibowitz, 2008). One study also reported on lack of acquisition of knowledge and skills to manage student diversity as a challenge for programme designers in designing the programme curriculum and its content - specifically for this session (Cilliers & Herman, 2010). Considering the evolution of higher education, "transformation" knowledge and skills for lecture facilitation and lecture room management is critical in the development processes of academics.

In summary, the discussion illustrates and confirms the complexity of determining the meaning of the learning from an orientation programme as a professional development mechanism and the contribution of the experience to professional formation. The next part explores academics' views on the influence of the learning experience on practice.

6.3 Views and Perceptions of the Influence of the Induction Programme on Practice

In the context of this study 'practice' means undertaking or engaging fully in a task, job or profession (Brown & Duguid, 2001:203) by improving or changing teaching practice in the teaching and learning environment. This 'practice' is expressed by talking about the act of, or inability to, transfer learning post-attendance of an Induction Programme (IP) and the use of the learning in terms of knowledge, skills and attitudes referred to as "learning as doing" (Wenger, 1998:5). The learning as doing is one of the components of the envisaged developmental and formation processes resulting from attendance of the IP. The findings revealed differing views and perceptions of the influence of the IP on practice. All the academics who participated in the study experimented with the learning in practice and perceived the influence of the

programme to be positive; however, a few reported on challenges faced in implementing some of the learning.

Considering the complexity of professional learning for practice, the IP was designed, firstly, to encourage change in academics' perceptions (Gibbs, 1995, in Brew & Barrie, 1999) in order to facilitate the transfer of the learning back into practice. Therefore, it was vital to address academic's perceptions of professional learning by grounding it in theory (Mutton, Burn & Hagger, 2010). The data collected provided evidence of the value of the learning theories in having effected informed improvements or changes to practice. For instance, in the case of one participant:

> *"It is always important for me to understand the theory behind something, before I do it. That is just how I like to work. So, I try to understand the theory, then I try to use new methods"* (Ann – VET).

Although conceptualization is not a guarantee for changes in practice, it is what holds perception and transfer of the learning in practice together. The findings of this study were consistent with the notion that practice "integrates through linking thinking with doing and people with contexts" and influences academic formation (Boud & Brew, 2013:211).

The collected data also revealed that academics began to engage with the concept of teaching as a profession and that disciplinary knowledge is not necessarily sufficient for teaching practice. In elaborating on the influence of the programme on teaching practice, one academic expanded on the gap of disciplinary education in providing educational professional principles and conduct:

> "*They don't teach you how to teach other people. Only once you are in the formal academic environment do you realise the responsibility that you have. You know you cannot just put a couple of slides together an hour before the lecture. You are supposed to prepare seriously for it because of the responsibility that you have"* (Glenda - HS).

This line of thinking is consistent with evidence in the literature: that professional education programmes should not only facilitate knowledge and skills but should also enable the integration of knowing, acting and being professional (Dall'Alba, 2009).

Accordingly, the findings revealed participants' diverse perceptions of teaching and learning as well as the learning from the IP and its influence to practice. These perceptions confirmed Kember and Kwan's (2000) model that links perceptions of teaching to curriculum-design; to teaching-approaches; and to instructional-influence. In terms of the relevant literature, while determining the implementation of the learning from the IP the following themes were identified as improved or changed practices: curriculum management, learning facilitation and teaching and learning methodologies. However, the findings also revealed some implementation barriers to practice.

6.3.1 Curriculum management

Back in the lecture room in practice, the transfer of learning had to be contextualised to the discipline practices and most participants cited the implementation of some aspects of curriculum learnt during the programme. As academics put into practice the knowledge and skills learnt, curriculum design and development changes or improvements were decontextualized from the programme to the teaching practice setting through application; they were contextualised to the course/discipline (Boud & Brew, 2013).

The findings revealed the implementation of a number of curriculum related matters that included, for example, module review that resulted in constructive alignment of teaching, learning and assessment; Study Guide review; and assessment practice review that included the alignment of test papers to the level of the module. Curriculum review activities differed in depth as some improvements or changes were marginal while others were substantive; cited examples of implemented reviews reflected improved or changed practices (Boud & Brew, 2013). The findings revealed that it is during the process of "learning as doing" (Wenger, 1998:5) that teaching practice and context evolve (Boud & Brew, 2013:213).

6.3.2 Learning facilitation

In the actual facilitation of learning in lecturing, the findings also revealed the implementation of the principles of teaching and learning. These included the following: considering teaching and learning theories in the planning of lectures; using

active learning facilitation strategies; and being innovative about teaching and learning processes due to changed perceptions about teaching and learning. In addition, the academics acknowledged students' prior knowledge and their role as co-constructors of knowledge in the process of learning.

As the academic participants shared how they implemented some of the learning they experienced during role modelling, they appeared to consider the science of teaching and learning theories in their attempts to contextualise the learning by underpinning their teaching practices with learning theories (Ahmad *et al.,* 2012). This is apparent in the following quote:

> *"Integrating the learning theories of teaching and learning was a daunting task but then having been sensitised about them was helpful in planning my lecturers and the actual lecturing"* (Glenda - HS).

It was established that the programme had a positive effect in preparing novice academics for practice and even provided what is anecdotally referred to as "first day competencies". One participant commented:

> *"The curriculum [I teach] was developed from somewhere, therefore, should it not be because of that programme [Induction Programme], I do not know where would I be, because to be honest, I didn't get any induction from the department as to what was expected from me. Let me tell you, I was not even aware of the first day of class, only to find that I was the first one to open the session, you see on a Monday morning"* (Lerato – EDU).

It seems that academics experienced the IP as having influenced their teaching practices in one way or the other, especially in terms of context where no induction was offered at department/faculty level. However, not all the learning was deemed relevant and, in some cases, challenges that hindered the implementation of some of the learning are highlighted in the last part of this section (see 6.3.4, below).

6.3.3 Teaching and learning methodologies

While participants in this study reflected on the contribution of the IP to practice, the data revealed that the influence of the different methodologies experienced during the programme mirrored diverse outcomes in practice with context being the greatest

contributory factor to success or failure (Ginns *et al.,* 2010). Fundamental methodology features of the programme were perceived as useful and it would seem that all academics who participated in the study experienced them as having influenced their practices. The findings suggested that academics do not only learn during attendance of the programme but also at the follow-up of the programme. The findings related to views and perceptions of implementation in practice were shared during the follow-up session; it was during these sessions that academics shared what worked for them as well as challenges and the lessons learnt from their experiences. The academics shared respective teaching methodologies that they used in practice, like group work, online activities, educational media and tools. One academic cited implementing an approach outside the norm of the discipline:

> *"Using a metaphor to illustrate Taxation has helped. Before the induction I never considered metaphors nor that the more the diversity of the learning activities, the more learning preferences I catered for. On hindsight, I used hybrid learning approach by including use of Kahoot, Field trip, Game, and the analogy, they all assisted in developing students' thinking skills and they could make connections of the content, for this 'boring' subject"* (Ella - EMS).

The nature and the structure of the RIU's Induction Programme includes the key principles of learning: "experiencing, experimentation and observation" which facilitate the translation of learning from development programmes to teaching practice (Van den Bos & Brouwer, 2014:784). Through the processes of the programme the participants observed, experienced and then experimented in practice - as the findings revealed.

6.3.4 Implementation barriers

However, apparently there were factors that affected efforts to implement or sustain the application of the newly acquired knowledge and skills. Factors that influenced implementation negatively included academic's context, relevance and the transfer of the learning which confirms that higher education practice is complex and that the teaching practice needs of academics are multifaceted (Donnelly, 2016). In line with other studies, the data revealed that large groups; student knowledge gaps; the diversity of student profiles; and administrative tasks were cited as constraining implementation in some cases (Ginns, *et al.,* 2010, and Stes *et al.,* 2007).

> *"Perhaps some focus…discussion about applying different techniques in different scenarios, e.g. Lecture hall with 200 students' vs postgraduate class of 6 students..."* (Lerato – EDU).

In other cases, discipline structures hindered implementation in practice.

> *"How to prepare an effective set of power-point slides to prepare a dynamic lecture - as Veterinary students probably won't benefit from group work and our lecture halls are not set up for groups"* (Ann – VET).

These hindrances support the recurrent calls mentioned in 6.2 to move beyond development programmes and using standard approaches to teaching and learning. The appeals called for engaging academics in terms of the contexts within which they practice (Mathieson, 2011); the last excerpt above expressed the need for what would have been useful in Ann's context. The relevant available literature warns that the extent to which developmental programmes prepare academics for academic work practice - in this case teaching - cannot be separated from the context of practice as contexts differ substantially and influence the transfer of the learning and the implementation of teaching practice knowledge, skills and attitudes (Lisewski 2005: 7).

In summary, the literature and the findings in this study confirm that academics learn by doing; require reflective activities and support; and that the knowledge and skills learnt should be grounded on a theoretical base in order to generate enthusiasm and commitment (Biggs, 1999; Donnelly, 2016). In the literature it is suggested that learning for application is influenced by a number of factors categorised as training characteristics, academics' characteristics and characteristics of the work environment of the academic (Hockings, 2005; Stes *et al.,* 2007). In this study the learning assumed to have taken place drove the transfer of the learning which led to changes or improvement in practice but, in accounting for the achievement of outcomes in terms of changed practice (Boud & Brew, 2013), the importance of context and 'social context' was emphasized (Van den Bos & Brouwer, 2014:784). The IP's facilitation of integration of academics into the RIU is discussed in the next section.

6.4 Views and Perceptions of the Contribution of an Induction Programme in the Facilitation of Integration into the Academic Community

This section discusses academics' views and perceptions of the contribution that the learning processes of the IP make in facilitating the integration of newly appointed academics' into the wider community of the RIU. Wenger (1998:5) refers to this process as "learning as belonging" and explains it as "academics' defined collective environmental structures in which participation is noticeable." It is within these environmental structures that academics engage in professional learning activities and that professional social communities are formed. It seems that participation in professional learning activities during the attendance of the IP created opportunities for new comers to become part of a prevailing community of practice and their integration into the RIU was facilitated in three ways: establishing relationships and networking, and mentoring and support.

6.4.1 Relationships and networking

The findings from the collected data revealed that throughout the programme there was a sense of belonging as the programme structure provided opportunities for informal discussions and the sharing of experiences. Conversations and collaborations were initiated by means of the Induction Programme's pre-course online activity and then followed up with different group work activities during attendance of the programme. Participation in these activities created a sense of belonging to the programme community which participants believed to be a contributory factor to the establishment of networks and the development of self-confidence as well as a sense of inspiration (Lieff *et al.,* 2012). The findings of this study revealed that relationships were formed during formal and informal conversations and during structured and unstructured socialisation opportunities. In a few cases the formation of communities of practice was initiated.

While the programme's activities attempted to promote collaboration and participation amongst colleagues, studies in the literature warn that in professional development environments individuals respond differently and that those doing the same job in different environments learn different things (Lee, Mitchell, Sablynski, Burton & Holtom, 2004; Hodkinson & Hodkinson, 2005). Similarly, the findings from the data in

this study revealed mixed experiences about networking at the IP and about the continuance of relationships beyond the programme.

> *"You know, we did exchange details with other people but we never actually got together again after that"* (Sue – LAW*).*

Evidence from the data revealed various different experiences which may have been influenced by factors, such as feeling connected or disconnected to the group (Lieff *et al.,* 2012). In addition, a consciousness of status amongst some academics affected others' self-confidence in initiating relationships. A few participants mentioned the competitive nature of academia which limits openness and chances of retaining relationships formed at the IP. These participants seem to perceive academic practice as condescending to colleagues and seeking recognition in the three key performance areas of teaching, research and community engagement (Trowler & Knight, 1999). Consequently, some academics avoided conversations and interaction because of a fear of non-acceptance by those perceived to be more powerful; higher education is still viewed as individualistic with an antagonistic environment where individual academics compete for status and power (Trowler & Knight, 1999). The data revealed just how conscious academics are of their status and how unwilling they are to expose their weaknesses.

> "*Everyone is very competitive. So, it is like when we do talk [with the colleague I attended the induction with from the same faculty] it is like, what is your progress on your D, where are you at or what have you published you know" (Sue – LAW)*.

Nonetheless, a review of the relevant literature indicated that the success of professional development relies on relationships that emerge during the induction programme as academics begin to open up to colleagues as peers and begin to "trust" facilitators from the support department who have insights concerning teaching practice as well as their openness in encouraging risk-taking (Thomas, *et al*., 2011; Cox, 2013).

In terms of the formation of relationships and networks, the findings were consistent with those in the literature; it is not just about getting to know one another and meeting from time-to-time - these relations grow over time with prolonged interactions that

involve “complex social concerns” and participation in the relationships (Thomas *et al.,* 2011:264; Wenger, 1998). Some relationships even led to professional and social networks with colleagues from other faculties and the establishing of professional relationships with programme facilitators. According to one academic:

> “*So you do tend to connect with people professionally but also socially. I mean, I’ve been fortunate to make friends with colleagues at the Induction and from different universities within South Africa, outside of SA as well because we now have something, we now have this common bond in trying to advance the health professions education”* (Glenda – HS).

In relation to networking, the importance of peers and a development of trust were common features for those academics who sustained the relationships. The collected data indicated that the majority of participants were able not only to form relationships but they established networks with colleagues from the programme and within the institution; a few also cited national and international collaborations. Typically, these deep relationships developed through extended communication and interaction over time and some relationships were discipline research network specific - as in this following instance:

> “*I think most of my networks will probably be more around research, so now and then I mean if I get invited to give like a guest lecture*” (Thabo - NAS).

While researchers in the literature, like Staniforth and Harland (2006), maintain that academics are proactive in forming professional and social relationships, in this study contrasting data emerged where some participants were able to form long lasting relationships and others not. In the case of “Glenda - HS”:

> *“Networking is both professional and social. In terms of colleagues themselves within the school there is networking and you always see the same faces for example, the faculty teaching and learning committee, transformation committee, you see the same faces from different schools in our faculty. When you go to conferences, you also start to pick up the same names of people of different faculties who are interested in education, you become a community”* (Glenda – HS).

The findings also revealed structural and professional barriers that limited the creation of communities of practice - as indicated by “Ann - VET” in the following extract:

> “*So there were two colleagues from the faculty, because our faculty is very apart from everybody else, even if though I met people there, I haven’t stayed in contact with them because they are not part of me here. There were other two people I bonded with but I haven’t really talked to them or stayed in contact with them. They are in different departments here. So I never speak to them”* (Ann – VET).

When reflecting on relationships and networking, the researcher found little information concerning relationships with mentors, both formal or informal, in the collected data.

6.4.2 Mentoring

Only when they were probed did some of the participants comment on the influence of mentors on their professional development. One that was cited was a research mentor and another mentor was specifically commended for her knowledge, involvement and support in teaching and learning practices. The data revealed that one academic specifically heeded the call during attendance of the programme by seeking an informal avenue of strengthening her professional practice in identifying a mentor. This informal arrangement of investing in self-empowerment was “proactive rather than reactive, deliberate rather than accidental” (Ferman, 2002:147). These informal collaborations were beneficial in that they provided the academics with opportunities to inquire about teaching and learning and seek help that related to their specific disciplines’ practices (Remmik *et al.,* 2011). It is significant to note that the positive reports about networking and mentoring were from academics from departments that support, encourage and advocate student focused teaching and learning scholarship.

This is consistent with evidence from the literature: that the active involvement of experienced colleagues or mentors and their ability to affect novice academics’ teaching practices is experienced as a powerful influence (Ginns *et al.,* 2010). In addition, initiated relationships with senior academics and consultations broadened the novice academics’ perceptions of teaching and ways of thinking about teaching

(Murray, 2005). The role of the mentor was valued, with participants citing invaluable learning experiences from the mentors' practices. It seems that mentors were the main external motivators and great contributors to academics' professional development in teaching practice. In working with experienced colleagues and alongside them by observing them establishes a sense of acceptance and belonging to the specific community (Lieff *et al.,* 2012). Evidently, mentors have a role to play in formally and/or informally supporting the professional learning of academic mentees.

6.4.3 Support

The findings are consistent with what literature advocates: continued support for new academics initiated before arrival and post the first year of practice (Staniford & Harland, 2006). The induction programme meets some of Murray's (2005) suggestions in terms of a prolonged institution-wide induction programme with effective and flexible support for academics in their transition period. This programme should consist of a combination of in-depth formal and informal learning opportunities that include reflective activities and mentor involvement (Harrison & McKeon, 2008). The findings that emerged from the collected data in this study revealed that attendees of the programme were not only encouraged to use the services of the academic advisors and other available support services but they were also motivated to seek help from the seasoned colleagues within their departments or faculty.

This is in line with the available relevant literature that emphasizes that while professional socialisation is a personal choice, induction programme facilitators should encourage novice academics to be "active agents in the processes of socialization" (Trowler & Knight, 1999:185). This recommendation is relevant as new academics begin to construct their identities within a new multiple cultural context as they begin to position themselves in the academic world. In addition, although the findings exposed cultural tensions that shape social interactions within which academics operate, ultimately their active involvement in the construction of their identities and participation in changing local cultures is significant (Trowler & Knight, 1999). In considering integration into the wider university community, the participant, "Glenda-HS", was aware of the multiple communities and their distinct cultures and was conscious of their influences:

"Also that there are different cultures within different communities, so always in the educational community the culture is about innovation and sharing and about the evidence but also about trying to adapt and about our context…So I think the culture in itself, I feel like if I go to an induction programme and there are lot of educational people, consultants there and academics who are interested in education as well, I feel rejuvenated. Whereas if I attend something quiet scientific, everybody is interested in accumulating the research" (Glenda – HS).

While in this study it was found that support was unsystematic and the development of professional learning depended on both formal induction activities and informal relationships, academics' teaching environment traditions and activities (context) were important for the learning experiences and the establishment of communities of practice (Remmik *et al.,* 2011).

In summary, the findings revealed that the IP created opportunities for relationships to be established, networks to be formed and mentoring connections activated which resulted in stimulating the formation of communities of practice. Therefore, as academics negotiate their membership into these communities during their professional activities, they begin to construct their identities which continuously evolve. This development of professional identity is discussed in the next section.

6.5 Understanding and Perceptions of the Development of Academics' Professional Identities Post-Attendance of an Induction Programme

In this section, the findings related to academics' views and understanding of the development of their identities from attending the Induction Programme (IP) as a professional learning tool, which Wenger (1998:5) refers to as "learning as becoming", is discussed. The process of "learning as becoming" involves newly appointed academics' exposure to source materials; professional development experiences, like the IP; and opportunities to participate effectively within emerging professional learning communities while their professional academic identity is being formed (Wenger, 1998). The data revealed three key areas that informed academics' understanding of the development of their identities: their personal perceptions about themselves, other people's views of them; and the influence of the IP on their behavioural changes post-attendance of the IP.

6.5.1 Personal views

The processes followed in the study provided academics with reflection opportunities that allowed them to mirror their perceptions of teaching and teaching practice. In sharing their views on the development of their professional identity, it became apparent that the IP facilitated reflection exercises that prompted attendees to make connections between the learning and practice by linking the learning and the changes in behaviour and by integrating own beliefs with the learning experiences (Karm, 2010). In the context of professional development, reflection is defined as

> *"*a process of thinking about one's professional identity, personal teaching theory (conceptions, values, beliefs), and teaching practice that may cause changes in currently used solutions, actions and strategies in the future" (Karm, 2010:204).

With this definition in mind, in this study the process of reflection was essential in exploring academics' understandings and their perceptions of the development of their professional identity; it facilitated academics' interpretation and internalisation of the learning in the Induction Programme (Karm, 2010). The findings were in line with the literature - as one participant related:

> "*It is in my nature to reflect, it comes, it is something that I have a sense of. The induction did prompt me to question a few things about teaching and how I fit in"* (Glenda - HS).

The findings showed that the reflection process did not only occur during the course of the study but took place throughout the attendance of the IP. This "reflection-on-action" provided academic participants with an opportunity to question closely held assumptions and beliefs about teaching (Karm, 2010:205). According to the data, the programme facilitated this process of thinking about teaching and learning in that it challenged and forced academics to rethink their perceptions:

> *"I have a teaching philosophy and I think the induction helped me in reviewing my teaching philosophy"* (Pako – HUM).

The development of awareness of personal teaching theory is critical to academics' development and ultimately influences the development of identity. The findings revealed how academics view themselves professionally in relation to changes in their perceptions and attitudes to teaching and learning. In line with the literature, the data

suggested, firstly, that to become a professional the development of knowledge and skills as well as ways of being and identifying with other professionals are important. Secondly, differentiating oneself from colleagues who are not in the same discipline is just as important and, thirdly, identifying with the discipline is central to professional identity (Trede *et al.*, 2012:380).

> *"When I engage in conversations regarding teaching and learning, I feel more comfortable. I think it is not about something that I think is a good idea but it is something that comes from a theory or philosophy, e.g. Bloom or learning theories. So attending another Brown Bag session with a colleague of mine, because I mean attending and doing this together, teaching is something that I really enjoy"* (Glenda – HS).

In general, the findings from the data collected was consistent with the literature in terms of academics beginning to confront their conceptions and, thereby, embracing the learning and seeking to understand themselves and challenging pre-determined teaching practice routines by applying new approaches while interacting with peers within their disciplines (Hodkinson & Taylor, 2002). The data also highlighted cognitive and social skills factors, action taken by the academics as well as the embodiment of who they were becoming through reflection as factors that contributed to their learning and that influenced their practice and how they saw themselves. The data indicated academics' understanding of their learning, an expression of their capabilities and changing perceptions of teaching and learning. This is consistent with the 'act of becoming' which entails the integration of knowledge, skills and the action (Dall'Alba, 2009). In the words of "Pako – HUM":

> *"The induction made me uncomfortable about my identity, but not in a bad way, because after that [Induction Programme] it was almost like, okay, you need to fix yourself. So it's like, it's about thinking about my material, it's about thinking about the students, what am I saying, what am I doing, is everybody accommodated. What do we do about the quiet student? How do I evaluate the classroom?"* (Pako – HUM).

According to Lieff *et al.* (2012:e208), professional identity "encompasses how individuals understand themselves, interpret experiences, present themselves and are recognised by the broader community."

6.5.2 The perceptions of others

Another element that influences academics' understanding of the development of their identity is how others perceive and recognise them. This element complements the levels of confidence in, and commitment to, teaching practice (Eraut, 2004). Therefore, normative and formative feedback is invaluable in strengthening motivation and commitment in the work environment as revealed in the findings.

> **"***The induction did improve my capabilities and with that, whatever feedback that I got I was able to interpret it better as well and I was able to ask better questions you know*" (Glenda – HS).

All participants involved in the study seemed to experience positive feedback from both students and teaching and learning support staff post-attendance of the programme. While many studies advocate sustained induction support over time, the literature seems to be limited concerning the influence of feedback on academics' views on the development of their identity. It only tends to cite the influence and impact of personal and professional past experiences which include childhood experiences (Lieff *et al.,* 2012). With a view to supporting academics post-formal development programmes, academic developers are encouraged to provide a safe space for reflection and support in practice to enable growth (Lieff *et al.,* 2012).

The data also contained suggestions for a continuous "in-service" development programme. It was proposed that teaching practice development should be continuous and that the evaluation of practice be part of the support - a view supported by other participants with one maintaining that the student evaluation rating was as a result of the IP.

> "*Thank you guys, thank you, looking where I am from… from primary school teacher from a foreign land; then here I am and still I get 4.9 comments from students. So I still feel like next year, there is a lot of improvement. I feel it shouldn't be once, it must be continuous, some of us would like to come next year because I still need to develop. Like I said, it was so quick and fast and short. So I feel like I need more*" (Lerato – EDU).

While student evaluation as a form of feedback is important for increasing levels of confidence, for some academics it is also about critically analysing what the

evaluations say and using it to review and improve practice as well as engaging in a focused self-reflection exercise. This level of reflection is deeper as the evaluation is used as a lens to make sense of one's teaching practice during the application of the learning by doing and, thus, taking action that facilitates the development of a professional identity (Karm, 2012; Dall'Alba, 2009).

> *"As much as the student evaluation forms do that [evaluate] from an external point of view, in terms of my personal reflection in what I should focus on because the mistake that one can make is about making teaching what you are comfortable with. The induction helped in making me realise a lot of things, consider that there may be a lot of things that I know about but may not necessarily been tapping into"* (Pako – HUM).

In terms of academics' interpretations of the influence of the programme on professional formation, the literature suggests that there is a link between behavioural and conceptual changes and that academics' perceptions are predictors of individual behavioural change (Stes *et al.,* 2007:106).

6.5.3 Behavioural changes

The views of academics in their interpretation of the influence of the IP on their professional growth, highlighted aspects of the learning and its transfer which they believed influenced both conceptual and behavioural changes. In reporting on their interpretation of the programme's influence, the participants suggested how the IP facilitated change with new learning trajectories that influenced complex and practical aspects related to formation (Rabow *et al.,* 2010). As an example, an internalised perception of the topic of Assessment was:

> *"What was actionable for me is all the topics discussed but of particular note is my improved understanding of Bloom's Taxonomy and how it can be used to plan lectures and assess student learning"* (*).

While this view was contemplative at the time of attendance of the programme, the findings revealed the actual influence of the theory was used during teaching practice, post-attendance of the programme. The findings further revealed how the IP facilitated the development of academics' self-confidence and empowered them to take risks by experimenting and embracing opportunities of leadership in teaching and learning

activities which they would have been hesitant to embrace prior to attendance of the programme (Lieff *et al.,* 2012).

> "*I changed the reading material for my modules, post the induction, I did my homework because I realised that prescribed books which we use as a "be all" are not necessarily enough. I had to read more about the course as the challenge with education is that it is always evolving. Something happens today and there's a book next year and you have to keep up. You have to get yourself in touch with everything that is happening in your discipline*" (Pako – HUM).

The findings revealed an understanding of the influence of the programme in a number of ways with participants sharing their increased awareness of the importance of the constructive alignment of teaching, learning and assessment activities which prompted changes in behaviour. In addition, the IP facilitated an understanding of the learning process and an awareness of academics' roles in the teaching and learning processes, thereby challenging initial perceptions of the students' role in the teaching and learning process and pointing to the importance of student engagement and the value of academic planning and preparation (Van den Bos & Brouwer, 2014:783).

> *"You know when you step back out of your environment and you come back with knowledge, you do tend to take more time when you are preparing something. Because now it is not the same old same old, now you have learnt something, now you need to read up a bit more on it or look for a template or you look for examples. Not everything can work when you are in the real environment because it is now the class sizes, so you just need to be creative. I tend to try new things to see if I can do things better but not at the expense of the students. But if you don't try or bounce ideas with colleagues you won't further your teaching practice and philosophy or advance your academic scholarship"* (Glenda – HS).

According to the findings, it is through these processes of learning, talking about how the learning facilitates personal changes and practical implementation that professional identity begins to form. In line with those in the literature, the findings indicated changes in attitude and perception about teaching and learning, the implementation of the learning from the induction and an ability to reflect on the growth

and experiences of 'becoming' (Lieff *et al.,* 2012; Stes & Petegem, 2011; Dall'Alba, 2009).

> *"It [Induction Programme] also helped me to be quite perceptive in looking at the reaction from the students"* (Thabo - NAS).

The findings support the notion that in order to facilitate behavioural and attitude change, academic staff development interventions should not focus on isolated teaching skills but more on the formation of university teachers' perceptions of teaching and learning (Trigwell & Prosser, 1996). In this study, academics' positive perceptions of their capabilities and the interpretation of their actions from a practical perspective seem to have contributed to the formation of attitudes and beliefs about their teaching role (Lieff *et al.,* 2012).

In summary, professional identity development for professional formation is interplay between the individual, community, professional learning activities and the environment. Professional formation is a trajectory of becoming and requires academics to stand apart for the profession as well as live within it as they develop their identity.

6.6 Conclusion

This chapter provided the findings of how the Induction Programme contributes to the professional formation of ECAs and, in so doing, four themes were identified and linked to the research's sub-questions.

It appears that the influence of the IP as a developmental tool is dependent on academics' perceptions of professional development, thus confirming the complexity of determining the meaning of the IP experience. However, the meaning of the experience seemed to be personal, influenced by context and the content and processes of the programme.

While some limitations and/or barriers were experienced by participants in implementing some of the learning from the IP, the programme influenced practice in several ways: curriculum practices were reviewed and the facilitation of the learning was improved or changed by introducing teaching and learning approaches and techniques learnt at the IP.

During the processes of the IP, relationships were formed and some were sustained post-attendance of the programme. Different types and sizes of communities were formed which varied from social and professional relationships to networks, mentoring and support structures. It appears that these relationships were grounded on “trust” which enabled the creation of communities of practice as learning and developmental spaces.

Regarding the development of professional identity, it appears that academic participants were able to reflect on how the learning from the IP influenced their perceptions of themselves, how others viewed them and changes in behaviour.

It seems that professional formation in an Induction Programme is continuous, personal and depended on context. The experiences of the learning, influence of the learning to practice, sense of belonging during the integration into the institution and the development of being, contribute to the process of professional formation of academics.

The next chapter, Chapter 7, draws conclusions and makes recommendations.

CHAPTER 7
CONCLUSIONS AND RECOMMENDATIONS

7.1 Introduction

This final chapter of the report presents a synthesis of the findings and the limitations of the study; it makes recommendations and concluding comments. A synthesis of the findings is related to the research question: *How does an Induction Programme (IP) contribute to the professional formation of early career academics (ECAs)*? is presented below.

7.2 Synthesis of the Findings of this Study

It appears that in articulating the meaning of the learning from a developmental programme, like an IP, is a complex activity and that it is greatly influenced by context. Even though it was determined that formal learning from the IP remains significant in learning to teach, professional learning and formation are influenced and impacted by a number of factors which this study identified. The findings of this study support the work by Kirkpatrick (1998) who established that programme meaningfulness might not, necessarily, affect the programme, it contributes to agency and motivation to improve and/or change practice as well as to the development of personal teaching capacity and identity formation.

The findings related to the research sub-questions posed in this study and which were aligned with the components of the theoretical framework in terms of the Meaning, Practice, Community and Identity of Wenger (1998) suggest that experiences of professional development programmes can influence the way lecturers think; plan their teaching practice; engage in their practices; and encourage the adoption of new facilitation methods. In addition, they influence how lecturers grow in teaching practice confidence; develop reflective skills on teaching practice; improve curriculum design; and the delivery of lectures. All of the above are impacted by contextual features - either as enablers or hindrances – and, in some cases, they are influenced by a few challenges.

As presented in the previous chapter, a number of features emerged as contributory factors to professional formation. Personal agency, the programme's curriculum and related and contextual factors appeared to contribute to academics' professional

formation post-attendance of the IP. The findings in this study support previous studies by Lieff *et al.* (2012), Dall'Alba (2009) and Baume (2005) that state that professional formation is a continuous process influenced by the aforementioned factors. While the four factors are interrelated, they are presented separately for the purpose of clarity.

7.2.1 Personal factors

The findings highlighted how academics derive the meaning of the influence of the IP from a personal perspective and that development from professional learning opportunities is personal and dependent on one's own agency and commitment. The academics' perceptions and views of their experiences of the IP's learning influence on the development of their identities was based on their perceptions and lived experiences during practice. Generally, academics reported on the development of their self-confidence which empowered them to experiment, improve and/or change some aspects of their teaching practice. As academics were introduced to new perspectives and theories of academic practice, the process prompted personal confrontation with closely held beliefs and attitudes as well as the questioning of own practice. It seems that the IP empowered academics to interpret their actions and it enabled them to reflect on their practices and to articulate how differently they viewed themselves after the programme. Participants began to recognise the influence of others' views on their identity development as academics and the influence of the IP on behavioural changes that facilitated change and/or improvement of practice. It appears that perceptions about the self, the views of others and behavioural changes influenced academics' professional formation.

7.2.2 Programmes' curriculum factors

According to the findings, the programmes' characteristics and content influenced academics' practice positively even though there were suggestions of a different orientation model that is discipline-specific to accommodate particular disciplines' teaching practice context. In this regard, recommendations were made for differentiated induction programmes as opposed to centralised generic programmes, like the IP. However, the programme content, facilitator's role-modelling of the teaching and learning practice experienced and their professional conduct influenced academics' improvements and changes in practice. In addition, opportunities to practice and apply new learning during attendance of the IP and in practice as well as

feedback during attendance of the programme and at the induction follow-up were also considered instrumental in the development process. These characteristics and the extent and levels of the support which are part of the IP influenced the use of the learning in practice.

7.2.3 Relational factors

Regarding the building of relationships leading to the formation of communities of practice, the findings revealed that the structure and processes of the IP provided opportunities for academics to engage in both formal and informal relationships. However, not all relationships were sustained post-attendance of the programme with some academics seeing the higher education teaching space as competitive. In cases where relationships were formed, the relations facilitated a sense of belonging and the establishment of a supportive community at the IP as well as back in the lecture room in practice. Collaboration and co-operation during group work activities and support offered by fellow colleagues, Academic Staff Developers and - in some cases - mentors, provided academic participants with extended professional learning opportunities that contributed to their professional growth and increased their levels of confidence. Exposure to support services and networks with colleagues aspiring for a common goal in teaching and learning seemed to have influenced self-conception and contributed to the development of an academic identity.

7.2.4 Contextual factors

According to the findings, during the course of attending the IP and back in practice, academic's work environment context played a significant part in its influence. During their attendance of the IP, academics' disciplinary background and departmental cultures influenced their experiences of the content of the programme and, as a result, the transfer of the learning to practice. In the process of experimenting with the learning, professional relationships developed and the support from these relationships formed part of the context that influenced the extent of the implementation of the learning in practice. It appears that the teaching and learning approaches used during the IP, new knowledge and skills acquired and academics' perceptions of themselves provided a holistic contextual background which influenced the emerging formation of the academic's identities.

In summary, it seems that there is interplay between personal, programme's curriculum, relational and contextual factors and that these factors influence the acquisition of the knowledge, skills and attitude from a developmental progamme and contribute to the professional formation of academics. It appears that learning by doing was the main influence on academics' general professional formation.

7.3 Limitations of the Study

The study was conducted with only a small sample and the influence of the IP to academics' professional formation was mainly based on academics' subjective views.

7.4 Recommendations

Although the findings reflected some transfer of learning, it is important to take note of Stes *et al.*'s (2007) view that behavioural change is at risk of being inadequate if the cited change only relays an isolated intervention/action. Therefore, it is recommended that changes should include a number of interconnected features to develop and improve practice and that feedback on the influence should be expanded to a deeper exploration that includes students' experiences.

It is also recommended that programme facilitators should take into account that empirical studies endorse the notion that non-formal and social learning practices dominate academics' professional formation with participation being at the centre of teaching practice for identity development (Knight *et al.*, 2006; Handley *et al.,* 2006).

7.4.1 Recommended areas for further research

Based on the current study, it is recommended that further research should be conducted in the following areas:

a) A longitudinal study on the contribution of professional development, in general, to professional formation.
b) A comparison of centralised versus decentralised induction programmes conducted within discipline faculty or department in the development of newly appointed academics and their impact on professional formation.

7.5 Conclusion

Generally, the IP was experienced by participants as valuable, useful, helpful and a learning opportunity that is meaningful to attitude change; it was also seen as an opportunity to become aware of best practices applicable to higher education pedagogical processes. The meaning of the experiences of the programme reflected an accumulation of information from the programme and after the follow-up as well as other experiences in-between. Even though the IP experiences were seen as favourable, it is important to ensure that practice back in the departments, their cultures and discourses are aligned to best teaching and learning practice and that the programme contributes to the professional formation of academics.

REFERENCES

Adler, P. A. & Adler, P. (1994). Observation techniques. In Denzin, N.K. & Lincoln, Y.S. (Eds.). *Handbook of qualitative research* (pp.377-392). Thousand Oaks, CA: Sage.

Ahmad, A., Jahanzeb, K. & Alkelabi, S.A.H. (2012). Role of learning theories in training while training the trainers*. International Journal of Academic Research in Business and Social Sciences, 2*(11), 181-188.

Amin, A. & Roberts, J. (2008). Knowing in action: Beyond communities of practice. *Research Policy, 37*(2), 353-369.

Archer, M. (2003). *Structure, agency and the internal conversation*. Cambridge: Cambridge University Press.

Archer, L. (2008). The new neoliberal subjects? Young/er academics' constructions of professional identity. *Journal of Education Policy, 23*(3), 265-285.

Arthur, L. (2016). Communities of practice in Higher Education: professional learning in an academic career. *International Journal for Academic Development, 21*(3), 230-241.

Babbie, E. (2007). *The Practice of Social Research*. (11th ed.). Belmont, CA: Thomson Wadsworth.

Bamber, V. (2002). To what extent has the dearing policy recommendation on training new lectures met acceptance? Where Dearing went that Robbins didn't dare. *Teacher Development, 10*(2), 433-457.

Bandura, A. (1977). *Social Learning Theory.* New Jersey: Prentice Hall.

Bathmaker, A. & Avis, J. (2005). Becoming a lecturer in further education in England: the construction of professional identity and the role of communities of practice. *Journal of Education for Teaching, 31*(1), 47-62.

Baume, D., Knight, P., Tait, J. & Yorke, M. (2005). Ecologies of professional formation as teachers in higher education. *Professionals into Teaching (PIT) discussion paper.*

Beijaard, D., Meijer, P.C. & Verloop, N. (2004). Reconsidering research on teachers' professional identity. *Teaching and Teacher Education*, *20*, 107-128.

Biggs, J. (1999). *Teaching for quality at university* (4th ed.). England: McGraw-Hill Education.

Blackmore, C. (2010). *Social learning systems and communities of practice* (Ed.). United Kingdom: Springer London.

Blackmore, P. (2009). Conceptions of development in higher education institutions. *Studies in Higher Education, 34*(6), 663 - 676.

Bloomberg, L.D. & Volpe, M.F. (2008). *Completing your qualitative dissertation: a roadmap from beginning to end*. United Kingdom: Sage Publications Ltd.

Boud, D & Brew, A. (2013). Reconceptualising academic work as professional practice: implications for academic development. *International Journal for Academic Development, 19*(3), 208-221.

Boughey, C. (2005). Epistemological access to the university: An alternative perspective. *South African Journal of Higher Education, 19*(3), 638-650.

Boughey, C. (2010). Academic development for improved efficiency in the higher education and training system in South African. Development Bank of South Africa.

Brew, A. (1995). Directions in staff development in Brew, A. and Barrie, S. (1999). Academic development through a negotiated curriculum. *International Journal of Academic Development, 4* (1), 34-42.

Brown, J.S., & Duguid, P. (1991). Organizational learning and communities of practice: towards a unified view of working, learning and innovation. *Organisation Science, 2*, 40-57.

Brown, J.S. & Duguid, P. (2001). Knowledge and organization: a social-practice perspective. *Organization Science, 12*(2), 198-213.

CHE (Council on Higher Education): Institutional Audits Directorate, (2015). Content Analysis of the baseline institutional submissions for Phase1 of the Quality Enhancement Project.

Cilliers, F.J. & Herman, N. (2010). Impact of an educational development programme on teaching practice of academics at a research-intensive university. *International Journal for Academic Development, 15*(3), 253-267.

Clarke, M., Hyde, A. & Drennan, J. (2013). Professional identity in higher education. *The Academic Profession in Europe: New Tasks and New Challenges, 5*(2), 7-21.

Cleary, M., Horsfall, J. & Hayter, M. (2014). Data collection and sampling in qualitative research: does size matter? *Journal of Advanced Nursing, 70*(3), 473-475. Retrieved from

https://onlinelibrary.wiley.com/doi/epdf/10.1111/jan.12163 accessed 24 April 2018.

Clegg, S. (2009). Forms of knowing and academic development practice. *Studies in Higher Education, 34*(4), 403-416.

Cohen, L., Manion, L. & Morrison, K. (2002). *Research Methods in Education*. (5th ed). London: Routledge Falmer.

Collingridge, D.S. & Gantt, E.E. (2008). The quality of qualitative research. *American Journal of Medical Quality, 23*(5), 389–395.

Cox, M.D. (2013). The impact of communities of practice in support of early-career academics. *International Journal for Academic Development, 18*(1), 18-30.

Crawford, K. (2009). *Continuing professional development in higher education: Voices from below*. (Doctoral thesis). Retrieved from University of Lincoln, United Kingdom.

Crawford, K. (2010). Influences on academics' approaches to development: voices from below. *International Journal for Academic Development, 15*(3), 189-202.

Cresswell, J.W. (1998). *Qualitative inquiry and research design: Choosing among five traditions.* Thousand Oaks, CA: Sage.

Cresswell, J.W. (2003). *Research design: Qualitative, quantitative and mixed methods approaches* (2nd ed.). Thousand Oaks, CA: Sage.

Cresswell, J.W. (2012). *Educational research*: *planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Boston, MA: Pearson Education Inc.

Dall'Alba, G. (2009). Learning ways of being: ambiguities of being. *Educational Philosophy and Theory, 41*(1), 34-45.

Duncan-Howell, J. (2007). *Online communities of practice and their role in the professional development of teachers*. (Master's thesis). Retrieved from http://eprints.quit.edu.au/16512/1/Jennifer_Duncan-Howell Thesis accessed 23 April 2017.

Donnely, R. (2016). *Supporting the professional development of Teachers in Higher Education.* Resource paper. Learning, Teaching and Technology Centre, Dublin Institute of Technology, 1-14. Retrieved from https://arrow.dit.ie/cgi/viewcontent.cgi?article=1033&context=ltcoth accessed 2 October 2018.

Dempster, J.A., Benfield, G. & Francis, R. (2012). An academic development model for fostering innovation and sharing in curriculum design. *Innovations in Education and Teaching International, 49*(2), 135–147.

Denzin, N.K. & Lincoln, Y.S. (2003). *Collecting and interpreting qualitative materials*. Thousand Oaks, CA: Sage Publications Inc.

Denzin, N.K. & Lincoln, Y.S. (2000). *Handbook of qualitative research* (2nd ed.). Thousand Oaks, CA: Sage.

Desimone, L.M. (2009). Improving impact studies of teachers' professional development: toward better conceptualizations and measures. *Educational Researcher, 38*(3), 181-199.

DeWalt, K.M. & DeWalt, B.R. (2002). *Participant observation: a guide for fieldworkers*. Walnut Creek, CA: AltaMira Press.

DoE (Department of Education), (1997). Notice 1196 of 1997 Education White Paper 3. A programme for the transformation of higher education. Pretoria.

Eraut, M. (1994). *Developing professional knowledge and competence*. London: Falmer Press.

Eraut, M., Maillardet, F., Miller, C., Steadman, S., Ali, A., Blackman, C. & Furner, J. (2004b, April). *Learning in the professional workplace: relationships between learning factors and contextual factors*. Conference paper presented at the American Education Research Association conference, San Diego, California, United States of America.

Eraut, M. (2004). Informal learning in the workplace. *Studies in Continuing Education, 26*(2), 247-273.

Ferman, T. (2002). Academic professional development practice: What lecturers find valuable. *The International Journal of Academic Development, 7*(2), 146-148.

Flick, U. (2011). *Introducing Research Methodology: A beginners' guide to doing a research project.* London: Sage Publications.

Gibbs, G. (1996). Supporting educational development within departments. *The International Journal for Academic Development, 1*(1), 27-37.

Gibbs, G. (2013). Reflections on the changing nature of educational development. *International Journal for Academic Development, 18*(1), 4-14.

Graven, M. & Lerman, S. (2003). Wenger, E. (1998). Communities of practice: Learning, meaning and Identity. *Journal of Mathematics Teacher, 6*(2), 185-194.

Ginns, P., Kitay, J., & Prosser, M. (2010). Transfer of academic staff learning in a research-intensive university. *Teaching in Higher Education, 15*(3), 235-246.

Guile, D. & Young, M. (1998). Apprenticeship as a conceptual basis for a social theory of learning. *Journal of Vocational Education and Training, 50*(2), 173-192.

Handley, K. Sturdy, A., Fincham, R. & Clark, T. (2006). Within and beyond communities of practice: making sense of learning through participation, identity and practice. Journal of Management Studies, 43(3), 641-653.

Harrison, J. & McKeon, F. (2008). The formal and situated learning of beginning teacher educators in England: identifying characteristics for successful induction in the transition from workplace in schools to workplace in higher education. *European Journal of Teacher Education, 31*(2), 151-168,

Herman, N., & Leibowitz, B. (2008). *What is best practice when preparing newly appointed lecturers to deal with diversity in the classroom?* Conference paper presented at the 28th Annual Society for Teaching and Learning in Higher Education (STLHE) Conference, University of Windsor, Canada.

Hicks, M., Smigiel, H., Wilson, G., & Luzeckjy, A. (2010). *Preparing academics to teach in higher education*. Sydney, NSW: Australian Learning and Teaching Council. Retrieved from http://www.flinders.edu.au/pathe/ accessed 6 May 2014.

Hockings, C. (2005). Removing the barriers? A study of the conditions affecting teaching innovation. *Teaching in Higher Education 10*: 313-326.

Hodkinson, H. & Hodkinson, P. (2005) Improving schoolteachers' workplace learning. *Research Papers in Education, 20*(2), 109-131.

Hodkinson, S. & Taylor, A. (2002). Initiation rites: The case of New University lecturers. *Innovation in Education and Teaching International, 39*(4), 256–264.

Huber, E., Hoadley, S. & Wood, L. (2011). Teaching induction program: framework, design and delivery. *Asian Social Science, 7*(11), 13-20.

Jawitz, J. (2009). Learning in the academic workplace: the harmonization of the collective and the individual habitus. *Studies in Higher Education, 34*(6). 601-614.

Jawitz, J. (2009). Academic identities and communities of practice in a professional discipline. *Teaching in Higher Education, 14*(3). 241-251.

Jawitz, J. & Perez, T. (2015). Investing in teaching development: Navigating risk in a research-intensive institution. *International Journal for Academic Development.* Retrieved from *http://www.tandfonline.com/doi/full/10.1080/1360144X.2015.1081852* accessed 18 August 2017.

Kahn, P., Qualter, A. & Young, R. (2012) Structure and agency in learning: a critical realist theory of the development of capacity to reflect on academic practice. *Higher Education Research & Development, 31*:6, 859-871.

Kawulich, B. B. (2006). La observación participante como método de recolección de datos [82 párrafos]. *Forum: Qualitative Social Research* [On-line Journal], 6(2), Art. 43. Retrieved from http://nbn-resolving.de/urn:nbn:de:0114-fqs0502430 accessed 20 June 2017.

Kandlbinder, P. & Peseta, T. (2009). Key concepts in postgraduate certificates in higher education teaching and learning in Australasia and the United Kingdom. *International Journal for Academic Development, 14*(1), 19-31.

Kang, H.S., Cha, J. & Ha, B. (2013). What should we consider in teachers' professional development impact studies? Based on the conceptual framework of Desimone. *Creative Education, 4*(4A), 11-18.

Karm, M. (2010). Reflection tasks in pedagogical training courses. International *Journal for Academic Development, 15*(3), 203-204.

Kember, D. & Kwan, K. (2000). Lecturers' approaches to teaching and their relationship to conceptions of good teaching. *Instruction Science, 28*, 469-490.

Kennedy, A. (2005). Models of continuing professional development: a framework for analysis. *Journal of In-Service Education, 31*(2), 235-250.

Kirkpatrick, D.L. (1998), in Cilliers, F.J. & Herman, N. (2010). Impact of an educational development programme on teaching practice of academics at a research-intensive university. *International Journal for Academic Development, 15*(3), 253-267.

Kirkpatrick, D.L. (1998). *Evaluating training programs: The four levels* (2nd ed.). San Francisco, CA: Berrett-Koehler Publishers.

Knight, P. (2006). Quality enhancement and educational professional development. *Quality in Higher Education, 12*(1), 29-40.

Knight, P. (2006). *The effects of postgraduate certificates in teaching and learning in higher education: A report to the project sponsor and partners*. Retrieved from http://kn.open.ac.uk/public/document.cfm?docid=8640 accessed 1 April 2014.

Knight, P., Tait, J., & Yorke, M. (2006). The professional learning of teachers in higher education. *Studies in Higher Education, 31*(3), 319-339.

Knight, P.T. & Trowler, P.R. (2000). Department-level cultures and the improvement of learning and teaching. *Studies in Higher Education, 25*(1), 69-83.

Kvale, S. (1996). Interviews: An introduction to qualitative research interviewing. Thousand oaks, CA: Sage.

Land, R. (2010). Agency, context and change in academic development. *International Journal for Academic Development, 6*(1), 4-20.

Lave, J. (1988). *Cognition in practice.* Cambridge UK: Cambridge University Press.

Lave, J. & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. United Kingdom: Cambridge University Press.

Lee, T.W., Mitchell, T.R., Sablynski, C.J., Burton, J.P. & Holtom, B. (2004). The effects of job embeddedness on organizational citizenship, job performance, volitional absences, and voluntary turnover. *Academic Management Journal, 47*(5), 711–722.

Leibowitz, B. (2014). Academic development – no fixed recipes*. International Journal for Academic Development, 19*(2), 73-75.

Leibowitz, B. (2014). Reflection on research and practice. Reflections on academic development: what is in a name? *International Journal for Academic Development, 19*(4), 357 – 360.

Leibowitz, B., Bozalek, V., Winberg, C. & Van Schalkwyk, S. (2015). Institutional context matters: the professional development of academics as teachers in South African higher education. *Higher Education, 69*(2), 315-330.

Li, L.C., Grimshaw, J.M., Nieisen, C., Judd, M., Coyte, P.C. & Graham, I.D. (2009). Evolution of Wenger's concept of community of practice. *Implementation*

Science, 4(11). Retrieved from http://implementationscience.com/content4/1/11 accessed 20 March 2017.

Lieff, S., Baker, L., Mori, B., Egan-Lee, E., Chin, K. & Reeves, S. (2012). Who am I? Key influences on the formation of academic identity within a faculty development programme. *Medical Teacher 34*, e208-e215.

Lincoln, Y.S. & Guba, E.G. (1985). *Naturalistic inquiry.* Newbury Park, CA: Sage Publications.

Lisewski, B. (2006). The professional development of new higher education teachers from a communities of practice perspective: the challenge of accounting for change in situated pedagogy. *LTA*, 1-22.

Lueddeke, G. (2003). Professionalising Teaching Practice in Higher Education: a study of disciplinary variation and 'teaching-scholarship'. *Studies in Higher Education, 28*(2), 213-228.

Malcolm, J. & Zukas, M. (2000) Bridging pedagogic gaps: conceptual discontinuities in Higher Education. *Teaching in Higher Education, 6*(1), 33-42.

Maree, K. (Ed.) (2008). *First steps in research* (2nd ed.). Hatfield, Pretoria: Van Schaik Publishers.

Maree, K. & Van der Wethuizen, C. (2009). *Head start in designing research proposals in the social sciences.* Cape Town, SA: Juta.

Marshall, C. & Rossman, G. (1999). *Designing qualitative research* (3rd ed.). Thousand Oaks, CA: Sage Publications.

Mathieson, S. (2011). Developing academic agency through critical reflection: A sociocultural approach to academic induction programmes. *International Journal for Academic Development*, *16*(3), 243–256.

Matthews, K.E., Lodge, J.M. & Bosanquet, A. (2014). Early career academic perceptions, attitudes and professional development activities: questioning the teaching and research gap to further academic development. *International Journal for Academic Development, 19*(2), 112-124.

Maxwell, J.A. (2008). Designing a Qualitative Study. In Bickman, L. and Rog, D.J. (Eds.), *The handbook of applied social research methods* (2nd ed.). Thousand Oaks, CA: Sage Publications.

McAlpine, L., Amundsen, C., Clement, M., & Light, G. (2009). Rethinking our underlying assumptions about what we do and why we do it: academic development as a case. *Studies in Continuing Education, 31*(3), 261-280.

McKechnie, L. E. F. (2008). *Reactivity*. In L. M. Given (Ed.), *The SAGE encyclopaedia of qualitative research methods* (Vol.2, pp. 729-730). Thousand Oaks, CA: Sage.

McDonald, J. & Stockley, D. (2008). Pathways to the profession of educational development. *International Journal for Academic Development, 13*(3), 213-218.

Merriam, S.B. (1988). *Case study research in education: a qualitative approach*. San Francisco: Jossey-Bass Publishers.

Merriam, S.B. (1998). *Qualitative research and case study applications in education* (2nd ed.). San Francisco: The Jossey-Bass Inc.

Miles, M.B. & Huberman, A.M. (1994). *An expanded source book: Qualitative data analysis*. (2nd ed.). London: Sage.

Mutton, T., Burn, K. & Hagger, H. (2010). Making sense of learning to teach: learners in context. *Research Papers in Education, 25*(1), 73-91.

Nsibande, R. & Garraway, J. (2011). Professional development through formative evaluation. *International Journal for Academic Development, 16*(2), 97-107.

Patton, M. (1990). *Qualitative evaluation and research methods*. Beverly Hills, CA: Sage.

Patton, M. Q. (2002). *Qualitative Research & Evaluation Methods (*3rd ed.). Thousand Oaks, CA: Sage.

Patton, M. (2015). *Qualitative Evaluation and Research Methods.* London: Sage.

Pill, A. (2005). Models of professional development in the education and practice of new teachers in higher education. *Teaching in Higher Education, 10*(2), 175-188.

Postareff, L., Lindblom-Ylänne, S. & Nevgi, A. (2007). The effect of pedagogical training on teaching in higher education. *Teaching and Teacher Education, 23*, 557-571. Retrieved from www.sciencedirect.com accessed 20 April 2016.

Prebble, T., Hargraves, H., Leach, L., Naidoo, K., Suddaby, G. & Zepke, N. (2004). *Impact of student support services and academic development programmes on student outcomes in undergraduate tertiary study: A synthesis of the research*. Retrieved from http://eucationcounts.edcentre.govt.nz/publications/tertiary/impact-student.html accessed 1 April 2014.

Quinn, L. (2003). A theoretical framework for professional development in a South African university. *International Journal for Academic Development, 8*(1-2), 61-75.

Quinn, L. (2012). Understanding resistance: an analysis of discourses in academic staff development. *Studies in Higher Education, 37*(1), 69-83.

Rabow, M.W., Remen, R.N., Parmelee, D.X. & Inui, T.S. (2010). Extending Medicine's lineage of serve into the next century. *Academic Medicine, 85*(2), 310-317.

Rambaree, K. (2007). Bringing rigour in qualitative social research: The use of a CAQDAS. *UoM Research Journal, Special Issue, 13*(A), 1-16.

Remmik, M., Karm, M., Haamer, A. & Lepp, L. (2011). Early-career academics' learning in academic communities. *International Journal for Academic Development, 16*(3), 187-199.

Ridley, R. (2011 March). *Communities of practice as a conceptual framework for exploring the learning of active citizenship*. Paper presented at the Cice student conference, London Metropolitan University. Retrieved from cice.londonmet.ac.uk accessed 13 June 2017.

Reid, A., Dahlgren, L.O., Petocz, P. & Dahlgren, M.A. (2008). Identity and engagement for professional formation. *Studies in Higher Education, 33*(6), 729-742.

RIU (Office of the Vice Principal: Academic), (2010*). Policy on Academic Professional Development: Teaching and Learning*.

Rowland, S. (1999). The role of theory in a pedagogical model for lecturers in higher education. *Studies in Higher Education, 24*(3), 303-314.

Saunders, M.N.K. & Lewis, P. (2012). *Doing Research in Business & Management: An Essential Guide to Planning Your Project* (1st ed.). Harlow: Pearson.

Schoenfeld, A.H. (2002). Research methods in (mathematics) education. In L.D. English (Ed.). *Handbook of international research in mathematics education.* Psychology Press.

Schwandt, T.A. (1994). Three epistemological stances for qualitative inquiry. In Denzin, N.K. & Lincoln, Y.S. (Ed). *Handbook of qualitative research* (pp. 189-213). Thousand Oaks: Sage Publications.

Scotland, J. (2012). Exploring the philosophical underpinnings of research: relating ontology and epistemology to the methodology and methods of the scientific, interpretive, and critical research. *English Language Teaching, 5*(9), 9-16.

Shulman, L. (2005, February). *The signature pedagogies of the professions of Law, Medicine, Engineering, and the Clergy: Potential lessons for the education of teachers.* Paper delivered at the Math Science Partnership Workshop: "Teacher Education for Effective Teaching and Learning". Hosted by National Research Council's Center for Education.

Smith, C. & Boyd, P. (2012). Becoming an academic: the reconstruction of identity by recently appointed lecturers in nursing, midwifery and the allied health Professions. *Innovations in Education and Teaching International, 49*(1), 63-72.

Staniforth, D. & Harland, T. (2006). Contrasting views of induction. *Active Learnning in Higher Education, 7*(2), 185-196.

Stes, A., Mieke, C., & Petegem, P. (2007). The effectiveness of a faculty training programme: long-term and institutional impact. *International Journal for Academic Development, 12*(2), 99-109.

Stes, A. & Van Petegen, P. (2011). Instructional development for early career academics: an overview of impact. *Educational research, 53*(4), 459-474.

Sobal, J. (2001). Sample Extensiveness in Qualitative Nutrition Education Research. *Journal of Nutrition Education 33*(4), 184–192.

Spowart, L., Winter, J., Turner, R., Muneer, R., McKenna, C. & Kneale, P. (2017) Evidencing the impact of teaching-related CPD: beyond the 'Happy Sheets', *International Journal for Academic Development, 22(*4), 360-372.

Sutherland, K. & Lynn Taylor, L. (2011). The development of identity, agency and community in the early stages of the academic career. *International Journal for Academic Development, 16*(3), 183-186.

Teferra, D. (2016). Early career academics in Africa – induction into the teaching praxis. *Studies in Higher Education, 41*(10), 1735-1740.

Thomas, K., McNaught, C., Wong, K.-C. & Li, Y.-C. (2011). Early-career academics' perceptions of teaching and learning in Hong Kong: Implications for professional development. *International Journal for Academic Development, 16*(3), 257–268.

Trede, F., Macklin, R. & Bridges, D. (2012). Professional identity development: a review of the higher education literature. *Studies in Higher Education, 37*(3), 365-384.

Trigwell, K. & Prosser, M. (1996). Changing approaches to teaching: a relational perspective. *Studies in Higher Education*, *21*, 275–284.

Trotter, R.T. (2012). Qualitative research sample design and sample size: resolving and unresolved issues and inferential imperatives. *Preventive Medicine 55*(5), 398–400.

Trowler, P. & Knight, P. (1999). Organizational socialization and induction in universities: reconceptualising theory and practice. *Higher Education, 37*, 177-195.

Trowler, P.R. & Knight, P.T. (2000). Coming to know in Higher Education: theorising faculty entry into new work contexts. *Higher Education Research and Development, 19*(1), 27-42.

Unluer, S. (2012). Being an Insider researcher while conducting Case Study Research. *The Qualitative Report, 17*(58), 1-14.

Van den Bos, P. & Brouwer, J. (2014). Learning to teach in higher education: how to link theory and practice. *Teaching in Higher Education, (19*)7, 772-786.

Van Schalkwyk, S., Cilliers, F., Adendorff, H., Cattell, K. & Herman, N. (2013). Journeys of growth towards the professional learning of academics: understanding the role of educational development. *International Journal for Academic Development, 18*(2), 139-151.

Vilakazi, H. & Tema, B. (1985). White universities and the black revolution. *Journal of Academic Support Programmes at the University of Cape Town, the University of Natal, Rhodes University and the University of the Witwatersrand*, *6*, 18-40.

Vygotsky, L.S. (1978). *Mind in Society: The Development of Higher Mental Processes.* Cambridge: Harvard University Press.

Watson, S. (2013). *Understanding professional development from the perspective of social learning theory*. Proceedings of the eight congress of the European Society for Research in Mathematics Education. Working Group 17, 3287-3296.

Wenger, E. (1998). *Communities of practice. Learning, meaning and identity*. UK: Cambridge University Press.

Wenger, E. (2009). A social theory of learning. In K. Illeris (Ed). *Contemporary Theories of Learning* (pp. 209-218). London: Routledge.

Wenger, E., McDermott, R. & Snyder, W. (2002). *Cultivating communities of practice*. Boston, MA: Harvard Business School Press.

Wood, L.N., Vu, T., Bower, M., Brown, N., Skalicky, J., Donovan, D., Loch, B., Joshi, N. 7 Bloom, W. (2011). A professional development framework for teaching in higher education. *International Journal of Mathematical Education in Science and Technology, 42*(7), 997-1009.

Yin, R.K. (1994). *Case study research: Design and methods* (2nd ed.). Thousand Oaks, CA: Sage Publications.

Yin, R.K. (2009). *Case study research: Design and methods* (4th ed.). Thousand Oaks, CA: Sage Publications.

Zuber-Skerritt, O. & Fletcher, M. (2007). The quality of an action research thesis. *Quality Assurance in Education, 15*(4), 413–436.

APPENDICES

Appendix A

Invitation Letter

Dear ……..

Invitation to participate in the research at the University of Pretoria and Informed Consent

This letter is an invitation to consider participating in a study that I, Matshidiso Faith Mathibedi, am conducting as a part of my research as a master's student entitled "Contribution of an education induction programme to professional formation in a research-intensive university" at the University of Pretoria. Permission for the study has been given by the University of Pretoria Registrar, Faculty of Education Dean and Ethics Committee.

The importance of induction programmes is highlighted by the assumption that newcomers to the teaching profession in higher education are discipline specialists who generally do not possess 'teaching' qualifications. Thus, many higher education institutions induct newcomers through different formats of induction programmes with limited evidence of the impact that these development programmes have. The purpose of the study is to examine how the Education Induction Programme (EIP – teaching staff development programme) has contributed to your professional formation as an early-career academic, your engagement with practice after attending the EIP based on your professional expectations and your experiences and the influence of the context of the institution as a research intensive university.

This project will create opportunities for reflection on the extent to which the knowledge, skills and attitudes developed during the EIP transfer back to practice. This study aims to add to the extant knowledge by understanding the professional development process that takes place after attending this development programme.

Your participation in this study is voluntary. It will involve an interview of approximately fifteen minutes in length to take place at a mutually agreed upon location and at a time convenient to you. You may decline to answer any of the interview questions if you so wish. Furthermore, you may decide to withdraw from this study at any time without any negative consequences.

With your kind permission, the interview will be audio-recorded to facilitate the collection of accurate information which will later be transcribed for analysis. Shortly after the transcription has been completed, I will send you a copy of the transcript to give you an opportunity to confirm the accuracy of our conversation and to add or clarify any points. All information you provide is considered completely confidential. Your name will not appear in any publication resulting from this study and any identifying information will be omitted from the report. However, with your permission, anonymous quotations may be used. Data collected during this study will be retained on a password protected computer for the duration of the study. There are no known or anticipated risks to you as a participant in this study. If you have any question regarding this study, or would like additional information to assist you in reaching a decision about participation, please contact me at (012) 420 5177 or by e-mail at faith.mathibedi@up.ac.za.

I look forward to speaking with you and thank you in advance for your assistance in this project. If you accept my invitation to participate, I will request you to sign the consent form which follows on the next page.

Yours sincerely

Faculty of Education

Appendix B

CONSENT FORM

I have read the information presented in the invitation letter about the study, "Contribution of an education induction programme to professional formation in a research-intensive university." I have had the opportunity to ask any questions related to this study to receive satisfactory answers to my questions. I am aware that I have the option of allowing my interview to be audio-recorded to ensure accurate recording of my responses. I am also aware that excerpts from the interview may be included in the publications to come from this research, with the understanding that the quotations will be anonymous.

My rights as participant

- I have not been forced, coerced or deceived into participating in this study in any manner whatsoever.
- I have the right to decline to engage in any process if and when I do not feel comfortable.
- I was informed that I may withdraw my consent at any time without penalty by advising the researcher.
- Any information I reveal during the course of this study shall remain confidential, shall only be used for the purpose of this research and for publication in appropriate platforms.

With full knowledge of all foregoing I agree of my own free will to participate in this study.

By signing this consent form I certify that I _____ agree to the terms of this agreement. *(Please print your name and surname in full)*

Signature of participant

_____ DATE: _____

Appendix C

Interview Protocol

The contribution of an education induction programme to professional formation in a research-intensive university

Time of interview: Duration:

Date:

Place:

Interviewer:

Interviewee: Pseudonym:

As a follow-up to your consent to participate in this interview, please note that participation is voluntary and you may withdraw at any stage of the study. The aim of this interview is to obtain your ideas, opinions and experiences regarding the Education Induction Programme (EIP); its contribution to your professional development; and to gather a sense of how academics learn and develop in a research intensive university. The information obtained will only be used for research purposes and no participant names, department, faculty or any data identifying you will be made known in the report. Pseudonyms will be used in the interviews, data analysis and the findings. Data collected in this study will serve for research purposes only and it will be treated as confidential with access to myself and my supervisor only. Please sign the consent form on the back of this document. Do you have any questions before we start the interview?

May I audio-record the interview, as it would help me to listen to it again later and make a transcript of the interview for data analysis purposes? The interview should take about 30 minutes. May I proceed with the interview? Thank you for your participation.

Questions:

i. Tell me about your career path –
   - *Where do you come from?*
   - *What did you study? (professional/other training/industry experience)*

ii. Have you lectured at other institutions?(academic history)

iii. How long have you been lecturing at the University of Pretoria?

iv. Since you joined the university, which teaching development opportunities have you attended? (department, faculty, institution)
   - *Were they relevant?*
   - *Did they have any impact in your teaching practice?*
   - *Did they help you with networking?*

v. Were there other opportunities that were offered and not taken by you? Why?
vi. What teaching professional support structures do you have within the department that you used?

So, if you have to reflect on all of these:

vii. How do you perceive your professional development?
viii. You have participated in the EIP,
- What did you expect from the programme?
- What was your experience of the programme?
- How would you evaluate the programme:
  - *structure (length/groupings/networking)?*
  - *content?*
  - *facilitation processes?*

ix. What did you take away from the programme?
x. Was there any aspect of the EIP that was particularly useful for your professional development?
xi. Did the EIP contribute to your professional development? Yes – How? No – Why not?
xii. What would you suggest should be changed within the EIP content and/or process and why?
xiii. Did you establish any networks during your attendance of the EIP?
Yes: Did any of the networks lead to friendships or collaborations?
No: Why not?
xiv. What other factors contributed to your teaching professional development as an early-career academic?
xv. What factors hinder your professional development?
xvi. To what extent do your other professional commitments of community engagement and research impact on your development as a lecturer?

Closing

i. I appreciate the time you took for this interview. Is there anything else you think would be helpful for the study that I might have missed or overlooked?
ii. I should have all the information I need. Would it be in order to call you at the office if I have more questions or need clarity? I will sent you the transcript of the interview.

(Adapted from Maree, 2008)