How student teachers construct and use phronesis to enhance their professional development

by

A. A. James
23399512

Submitted in partial fulfilment of the requirements for the degree

PhD in Curriculum and Instructional Design and Development

Department of Curriculum Studies
University of Pretoria

2009

Supervisor: Professor Johannes Slabbert
Declaration of authorship

I declare that this submission is my own work and that it has been written in my own words. All citations from published or unpublished works have been acknowledged in text and referenced in full.

Signature of student: _________________

Date: ______________________
Abstract

In the present context of South African education many learners may be denied access to the modern world, and from developing as empowered individuals for a world of uncertainty, due to inadequate schooling. The learners’ poor results in national and international studies and dysfunctional schools, for example, are clear evidence of inadequate schooling. If we are to improve schooling, and hence, the quality of teaching and learning in South African schools, we need to address the quality of teacher education that student teachers receive as part of their professional development. These improvements in schooling will depend on how student teachers are professionally developed, not to teach, but to facilitate learning. It is on this basis that I explore how student teachers construct and use phronesis to enhance their professional development. Within this question I explore the student teachers’ baseline phronesis when they enter the programme and how the student teachers utilise the contribution of the mentor teacher and the specialisation programme to construct and use phronesis to enhance their professional development.

An interpretive, mixed methods, case study participatory action research methodology was used to explore these research questions. The participants in this study were three Postgraduate Certificate in Education Life Sciences student teachers, the specialisation lecturer, mentor teacher and the researcher. The context of this study was in the setting of a radical, innovative teacher education programme at the University of Pretoria, which focused strongly on the construction and use of phronesis. A variety of data collection
instruments, including visual data, personal profile questionnaires and document analysis were used to collect the data. Ethical and research rigour issues were attended to and implemented.

The findings are presented in four case study participatory action research cycles, each having a particular context and purpose. The descriptive data from each of these cycles was analysed to develop responses for the research questions. The finding in response to research question one indicated that the student teachers’ beliefs, emotions, desire and vision for the type of facilitator that they wanted to be influenced their perception of a facilitator of learning. Furthermore, their awareness of the challenges and constraints that ‘teachers’ experienced when teaching in particular contexts did not deter them from becoming facilitators of learning. The mentor teachers’ contributions were: direct with regard to providing support in designing learning tasks, resources and assessment feedback. Indirect contributions were in terms of the student teachers developing the need to generate ideas for effective practice and to change their beliefs about the role of a facilitator of learning, and the impact of this role on the learners’ work ethic and relationships. The contributions of the specialisation programme were in terms of challenging and changing student teachers’ beliefs about the role of a facilitator of learning and the development of learning practice in authentic contexts.

The student teachers constructed and used their phronesis to enhance their professional development. Incorporated in each student teacher’s practice theory are their personal and professional transformations on their journey to becoming facilitators of learning.
Acknowledgements

From the beginning of this research there have been so many people who have played a role in how and what I decided to research.

Many thoughts and cherished wishes go to:

my beloved husband Gavin and children Lisa, Grant, Ryan and Alex – we know the art of patience and perseverance;
my mother Louise Russon who has always valued the importance of being educated and has never stopped to ask – Are you finished, yet?;
my sisters and brothers - Emily, Sharon, Ursula, Roland and Jeremy and their partners for their love, support and care;
my mother in-law –Jean James, sisters and brother in-law for their love, support and care;
my home assistant for keeping those areas together;
my friends and colleagues for being there as most encouraging, supportive and caring people over this extensive period, especially Dr Michele Stears, Hayley Bentham, Mary-Anne Good, Thelma Rosenberg and Dr Farida Patel;
the large group of editors and critical readers who did such sterling work including Dr L Stears and Dr E Magqwashu;
the Mrs Jeannie Beukes – the administrator at the University of Pretoria for her sterling work and support;
my supervisor – Professor Slabbert for his claim of a doctorate being an academic struggle – it truly was one.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title Page</td>
<td>i</td>
</tr>
<tr>
<td>Declaration</td>
<td>ii</td>
</tr>
<tr>
<td>Abstract</td>
<td>iii</td>
</tr>
<tr>
<td>Acknowledgements</td>
<td>v</td>
</tr>
<tr>
<td>Contents Page</td>
<td>vi</td>
</tr>
<tr>
<td>CHAPTER 1</td>
<td></td>
</tr>
<tr>
<td>ORIENTATING THE RESEARCH</td>
<td></td>
</tr>
<tr>
<td>1.1. Introduction</td>
<td>1</td>
</tr>
<tr>
<td>1.2. Internal challenges to South African education</td>
<td>2</td>
</tr>
<tr>
<td>1.3. External challenges to South African Education</td>
<td>4</td>
</tr>
<tr>
<td>1.4. The flaw of the traditional (conventional) pedagogical content</td>
<td></td>
</tr>
<tr>
<td>1.4.1. knowledge of teacher education programmes</td>
<td>6</td>
</tr>
<tr>
<td>1.5. The search for appropriate professional development</td>
<td>9</td>
</tr>
<tr>
<td>1.5.1. Professional development</td>
<td>11</td>
</tr>
<tr>
<td>1.5.2. Phronesis</td>
<td>13</td>
</tr>
<tr>
<td>1.5.3. Paradigm shift</td>
<td>14</td>
</tr>
<tr>
<td>1.5.4. Construction of Theory</td>
<td>15</td>
</tr>
<tr>
<td>1.5.5. Authentic Learning</td>
<td>16</td>
</tr>
</tbody>
</table>
1.5.6. Belief system.................................................................................................17
1.5.7. Reflective practice.......................................................................................18
1.5.8. Facilitating learning.....................................................................................18

1.6. The research problem......................................................................................19

1.7. The research questions....................................................................................20

1.8. Importance of the research...............................................................................21

1.9. Plan of the research chapters..........................................................................22

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction.......................................................................................................25

2.2. Meaning of phronesis and related concepts......................................................28
2.2.1. The meaning of phronesis ..........................................................................29
2.2.2. The meaning of practical knowledge.............................................................34
2.2.3. The meaning of practical theory.....................................................................36
2.2.4. The meaning of practice theory.....................................................................37

2.3. Phronesis and student teacher professional development..............................38
2.3.1. Student teacher professional development...................................................38
   2.3.1.1. Professional teacher.................................................................................38
   2.3.1.2. Developing a student teacher as a professional.......................................39
2.3.2. Perspectives on the professional development of student teachers.................40
2.3.3. Phronesis and professional development

2.4. Constructing and using phronesis for professional development

2.4.1. Paradigmatic shift
   2.4.1.1. Self constructed practice theory
   2.4.1.2. Facilitating learning

2.4.2. Authentic and experiential learning
   2.4.2.1. Learning
   2.4.2.2. Authentic learning
   2.4.2.3. Experiential learning

2.4.3. Student teachers’ beliefs and construction of phronesis
   2.4.3.1. Student teachers’ beliefs about teaching and learning
   2.4.3.2. Knowledge, beliefs and interactive cognitions

2.4.4. Reflective practice theory
   2.4.4.1. Meaning and use of reflections
   2.4.4.2. Meaning and purpose of reflecting in professional development
   2.4.4.3. Research in the field of reflective practice

2.4.5. Professional learning, development and assessment
   2.4.5.1. Professional learning and development
   2.4.5.2. Assessment of professional development

2.4.6. Mentoring

2.4.7. Student teachers – personal and professional identities

2.4.8. The Vygotskian perspective on learning and development in a
   sociocultural context

2.5. Conclusion
CHAPTER THREE

RESEARCH DESIGN

3.1. Introduction .................................................................................................................89

3.2. Research Contexts ..................................................................................................90

3.3. Research Participants ...............................................................................................91

3.4. Research design ......................................................................................................92

3.4.1. Paradigm orientation .........................................................................................93

3.4.2. Research Approach/mode of enquiry ...............................................................94

3.4.3. Research strategy ...............................................................................................99

3.4.3.1. Action Research ............................................................................................99

3.4.3.2. Participatory Action Research .................................................................99

3.4.3.3. Case Study ..................................................................................................100

3.4.3.4. Case Study Participatory Action Research ..............................................101

3.4.3.5. Case Study Participatory Action Research Cycles ...................................105

3.4.4. Contextualising a case study participatory action research as the research design for this study .................................................................112

3.4.5. Data Generation Techniques and Research Instruments ....................................114

3.4.5.1. Interviews ..................................................................................................116

3.4.5.2. Personal profile questionnaires .................................................................121

3.4.5.3. Visual Data ..................................................................................................123

3.4.5.4. Observations ...............................................................................................124

3.4.5.5. Personal reflective journals .......................................................................126

3.4.5.6. Document Analysis .....................................................................................127

3.4.6. Data Analysis and Interpretation .......................................................................128
CHAPTER FOUR

CASE STUDY PARTICIPATORY ACTION RESEARCH CYCLE ONE

4.1. Introduction........................................................................................................143

4.2. Context and purpose........................................................................................144
  4.2.1. Context.........................................................................................................144
  4.2.2. Purpose of cycle one......................................................................................144

4.3. Step 1: Experiential reflections.........................................................................146
  4.3.1. Data analysis process.....................................................................................146
  4.3.2. Themes – the student teachers’ baseline phronesis......................................147
    4.3.2.1. Developing appreciation in learners and student teachers’ feelings........147
    4.3.2.2. Approach to teaching Biology is that the theory and practical is worked on together .................................................................148
    4.3.2.3. Concerns about teaching – teacher constraints and student teacher’s concerns and actions.........................................................149
4.3.2.4. Student teacher’s expectations of the module…………………………150
4.3.2.5. Student teacher’s vision of a Life Sciences teacher………………..150

4.4. Step 2: Reflecting and interpreting......................................................151

4.4.1. Data analysis process.................................................................151
4.4.2. Factors.......................................................................................152
   4.4.2.1. The multi-dimensional role of the specialisation lecturer...........152
   4.4.2.2. Student teachers’ participation..............................................153
   4.4.2.3. Role of a teacher now referred to as a facilitator of learning……..153

4.5. Step 3: Planning Action.................................................................154

4.6. Step 4: Taking Action.................................................................155

4.6.1. Data Analysis process...............................................................155
4.6.2. Themes.......................................................................................156
   4.6.2.1. Student teachers were aware of teacher constraints but were
           motivated to teach...........................................................................156
   4.6.2.2. Paradigm shift – teaching to facilitate learning.......................156
   4.6.2.3. Personal – Professional Relationship......................................157
   4.6.2.4. Feelings, developing meaning, Construction of Phronesis
           (practice theory)...........................................................................159

4.7. Step 5: Reflections on taking action and interpreting.........................160

4.7.1. Data analysis process...............................................................161
4.7.2. Themes.......................................................................................161
   4.7.2.1. Role of a teacher now referred to as a facilitator of learning……..161
   4.7.2.2. Designing learning tasks and constructing concept
           maps revealed understanding.......................................................163
4.7.2.3. Strategies used to assign meaning, learn from emotional experience and to develop a professional identity…………………164

4.8. Step 6: Evaluating Action…………………………………………………………………………………………………………………………165

4.8.1. Data Analysis………………………………………………………………………………………………………………………………………..165

4.8.2. Themes…………………………………………………………………………………………………………………………………………………165

4.8.2.1. Development of personal and professional identity…………………165

4.8.2.2. Assigning a professional and personal meaning to teaching performance………………………………………………………………………………………166

4.8.2.3. Strategies used to assign meaning and to develop a professional identity……………………………………………………………………………………………167

4.8.2.4. Role of the specialization discussion sessions and the participation of student teachers………………………………………………………………………………168

4.9. Conclusion…………………………………………………………………………………………………………………………………………………………168

CHAPTER FIVE

CASE STUDY PARTICIPATORY ACTION RESEARCH CYCLE TWO

5.1. Introduction………………………………………………………………………………………………………………………………………………169

5.2. Context and purpose…………………………………………………………………………………………………………………………………………………170

5.2.1. Context ………………………………………………………………………………………………………………………………………………………………………170

5.2.2. The main purpose of cycle two………………………………………………………………………………………………………………………………………170
5.3. Step 1: Experiential reflections .............................................................................. 171

5.3.1. Data analysis process ....................................................................................... 172

5.3.2. Themes ............................................................................................................. 172

5.3.2.1. Reasons (decision) for becoming a Life Sciences student teacher ........ 172
5.3.2.2. Student teachers’ views of themselves as facilitators of learning .......... 173
5.3.2.3. Student teachers’ views of learners and learning ................................... 178

5.4. Step 2. Reflecting and interpreting ................................................................. 178

5.4.1. Data analysis process ....................................................................................... 179

5.4.2. Themes ............................................................................................................. 179

5.4.2.1. The specialisation discussion sessions provided the spaces for
the student teachers to construct their phronesis ......................................... 179
5.4.2.2. Strategies to reveal and challenge student teachers’ beliefs ............ 180
5.4.2.3. Learning from emotional experiences ....................................................... 181

5.5. Step 3: Planning Action ...................................................................................... 182

5.6. Step 4: Taking Action ......................................................................................... 183

5.6.1. Data analysis ................................................................................................... 183

5.6.2. Themes ............................................................................................................. 183

5.6.2.1. Understanding of the nature and structure of Life Sciences .......... 183
5.6.2.2. Understanding the syntactical and substantive structure of Life
Sciences provides a platform for decisions about how to
facilitate learning ................................................................................................. 184

5.7. Step 5: Reflections on taking action and interpreting ........................................ 185

5.7.1. Data analysis ................................................................................................... 185
5.7.2. Themes..............................................................................................................................................186
  5.7.2.1. Syntactical and substantive meanings were developed, not
          Life Sciences content ..................................................................................................................186
  5.7.2.2. Beliefs about facilitating Life Sciences (the role of a
          facilitator of learning)..................................................................................................................186
  5.7.2.3. The role of the specialisation discussion sessions
          (the interactive situations).........................................................................................................187
  5.7.2.4. Influence of emotion.............................................................................................................188
  5.7.2.5. The meaning and value of reflecting....................................................................................189

5.8. Step 6: Evaluating Action...............................................................................................................190
  5.8.1. Data Analysis................................................................................................................................190
    5.8.2.1. Each activity in the cycle was essential for self-constructed
             practice theories......................................................................................................................190
    5.8.2.2. The elicitation of student teachers’ expectations about aspects
             of the programme needs to be conducted...........................................................................190
  5.8.2. Themes........................................................................................................................................192

5.9. Conclusion........................................................................................................................................192

CHAPTER SIX

CASE STUDY PARTICIPATORY ACTION RESEARCH
CYCLE THREE

6.1. Introduction.....................................................................................................................................194

6.2. Context and purpose.......................................................................................................................195
6.2.1. Context………………………………………………………………………………195
6.2.2. Purpose of cycle three………………………………………………………….195

**6.3. Step 1: Experiential reflections**………………………………………………196
6.3.1. Data Analysis……………………………………………………………………197.
6.3.2. Themes………………………………………………………………………… 197.
   6.3.2.1 Teacher action critique generated ideas for effective practice ……..197
   6.3.2.2 Trialing, personality and reward……………………………………… 198.
   6.3.2.3 Learner enjoyment, learning and relevance………………………… 198.

**6.4. Step 2. Reflecting and interpreting**………………………………………… 199.
6.4.1. Data Analysis…………………………………………………………………200.
6.4.2. Themes………………………………………………………………………… 200.
   6.4.2.1 Challenged, supported and facilitated……………………………… 200
   6.4.2.2 Anyone could pitch in………………………………………………… 201.
   6.4.2.3 Feelings and possible actions…………………………………………201
   6.4.2.4 Constructing and assessing a meaning of practice theory………… 202
   6.4.2.5 Learning and feelings from operating a learning task……………… 203.
   6.4.2.6 Collegial support of practice…………………………………………204

**6.5. Bernice**………………………………………………………………………………205.
6.5.1. Planning action………………………………………………………………205
   6.5.1.1 Relevance, interest and challenge for learners informed the
designing of the learning task…………………………………………………205
6.5.2. Taking action…………………………………………………………………206.
   6.5.2.1 Operating a learning task entailed knowledge of approaches, action
and development of features…………………………………………………206
   6.5.2.2 Assessment of the learning task for self-awareness and
constructive support ................................................................. 207

6.5.3. Reflecting on action and interpreting.................................................. 207.
   6.5.3.1. A facilitator of learning should focus on use of their personality
   and learner actions................................................................. 208
   6.5.3.2. Learning from practice, assessment, reflections and feelings......... 208.
   6.5.3.3. The type of support provided and the understanding
   of university expectations of a mentor teacher.............................209.
   6.5.3.4. Sharing and discussing authentic experiences, administration
   stuff and quality......................................................................209


6.6.1. Planning action............................................................................ 210
   6.6.1.1. Feelings of stress and pressure and learners’ bafflement
   informed the designing of the learning tasks.................................210.

6.6.2. Taking action.............................................................................. 211.
   6.6.2.1. Operating a learning task entailed self-challenging
   feelings, beliefs, feelings linked to the learners’ performance and
   context and time......................................................................211.
   6.6.2.2. Assessment of the learning task for self-awareness and
   constructive support..............................................................212.

6.6.3. Step 5: Reflecting on action and interpreting................................. 213.
   6.6.3.1. Critical incident, practice, experience and vision informed the
   meaning of the role of a facilitator of learning............................ 214.
   6.6.3.2. Learning from practice, observing learners and personal
   Experience.............................................................................215
   6.6.3.3. Attitude to learners, practice and quality of impact of a mentor
   Teacher..................................................................................216.
   6.6.3.4. Syllabus, advice and the content of the sessions............... 217
6.7. Mack

6.7.1. Planning action
6.7.1.1. Feelings of uncertainty and a lack of decent learning tasks
6.7.2. Taking action
6.7.2.1. Diverse feelings and a learner incident influenced the operation of a learning task
6.7.2.2. Assessment of the learning task for self-awareness and constructive Support
6.7.3. Step 5: Reflecting on action and interpreting
6.7.3.1. Emotional and identity formation
6.7.3.2. Learning from practice, learner aspects and facilitator of learning positioning
6.7.3.3. Expectations and benefits
6.7.3.4. Ideas, guidance, assessment, reflection and life factors

6.8. Step 6: Evaluating Action

6.8.1. Data Analysis
6.8.2. Themes
6.8.2.1. Appropriate strategies for learners to develop knowledge
6.8.2.2. Reflecting
6.8.2.3. The construction of a practice theory compromised both cognitive and perceptual knowledge
6.8.2.4. Mentor teachers varied in their contribution to the student teachers’ construction of their practice theory
6.8.2.5. During the specialisation sessions

6.9. Conclusion
CHAPTER SEVEN

CASE STUDY PARTICIPATORY ACTION RESEARCH
CYCLE FOUR

7.1. Introduction .................................................................230..

7.2. Context and purpose ....................................................231.
    7.2.1. Context .................................................................231.
    7.2.2. Purpose of cycle four ............................................232

7.3. Step 1: Experiential reflections .......................................233
    7.3.1. Data analysis process ............................................233.
    7.3.2. Themes .................................................................233.
        7.3.2.1. Features of effective teachers .............................233
        7.3.2.2. Learner work and teacher expectations generated ideas 
                    for effective practice .......................................234.
        7.3.2.3. Comparison reveals progress, weaknesses and betterment....235

7.4. Step 2: Reflecting and interpreting .................................235
    7.4.1. Data analysis process ............................................236.
    7.4.2. Themes .................................................................236.
        7.4.2.1. Challenges, sharing and decisions about facilitating learning ....236.
        7.4.2.2. Relaxed and comfortable with sharing experiences .............237
        7.4.2.3. Teacher critique generated awareness of practice theory and 
                    ineffective practice ...........................................237

7.5. Bernice ...........................................................................239.

xix
7.5.1. Planning action

7.5.1.1. Relevance and interest for learners

7.5.1.2. Planning the Professional portfolio was linked to her development as an equestrian rider

7.5.2. Taking action

7.5.2.1. Revealed competence as a facilitator of learning

7.5.2.2. Assessment of the learning task for self-awareness and constructive support

7.5.2.3. Observation of self practice revealed weaknesses

7.5.2.4. Exploration of the personal – professional relationship reveals the type of facilitator of learning and personal characteristics

7.5.2.5. Presenting the Portfolio at the Portfolio Defense revealed and confirmed her development

7.5.3. Reflecting on action and interpreting

7.5.3.1. Learner responses, awareness of learning task design and personal characteristics

7.5.3.2. Learning from practice, challenges and feelings

7.5.3.3. Awareness of negative features of practice led to decisions about facilitating learning

7.5.3.4. Support, participation and idea sharing

7.6. Carol

7.6.1. Planning action

7.6.1.1. Experience of designing and practice of operating learning tasks

7.6.1.2. Planning the Portfolio to show professional and personal Development

7.6.2. Taking action

7.6.2.1. Affirmation and expectations

7.6.2.2. Assessment of the learning task for self-awareness and
constructive support.........................................................247.

7.6.2.3. Observation of colleagues facilitating learning led to a
realization of effective practice........................................ 247.

7.6.2.4. Exploration of the personal – professional identity revealed
the personal and professional development of student teachers........ 248

7.6.2.5. Presenting the Portfolio at the Portfolio Defense revealed her
experiences that led to her development.............................. 249

7.6.3. Step 5: Reflecting on action and interpreting..........................250

7.6.3.1. Observations of practice and context versus
self-awareness and improvement...........................................250

7.6.3.2. Self-learning from practice, assessment and reflections.......... 250

7.6.3.3. Awareness of the quality of the impact and challenge of practice.......251

7.6.3.4. The contribution of the specialisation programme towards her
construction of her practice theory evaluation for learning..............252

7.7. Mack.................................................................252

7.7.1. Planning action........................................................252.

7.7.1.1. Influenced by the practice of designing and operating a learning task.....252

7.7.1.2. Planning the Portfolio for the Portfolio Presentation Defense.............253

7.7.2. Taking action........................................................253

7.7.2.1. Learner responses and time.............................................253

7.7.2.2. Self realisation and constructive development..........................253

7.7.2.3. Specialisation sessions served for further construction of
practice theory...............................................................254

7.7.2.4. Personal and professional development.................................255

7.7.2.5. Presenting the Portfolio at the Portfolio Defense revealed
challenges and developments...............................................255

7.7.3. Step 5: Reflecting on action and interpreting.................................257
7.7.3.1. Emotional, personal-professional dimensions........................................257
7.7.3.2. Self learning from practice.................................................................258
7.7.3.3. Encouraging, open classroom, ideas and decisions..............................260
7.7.3.4. Encouragement and Paradigms.........................................................260

7.8. Step 6: Evaluating Action.........................................................................261
7.8.1. Themes.................................................................................................262
  7.8.1.1. Learners should be challenged and it is the role of a facilitator
           of learning to do this.................................................................262
  7.8.1.2. Reflecting reveals improvement, develops knowledge and
           skill of reflection........................................................................263
  7.8.1.3. Student teachers’ constructions of practice theory..........................264
  7.8.1.4. Mentor teachers varied in their contribution to the
            student teachers’ construction of their practice theory...............266
  7.8.1.5. During the specialisation sessions .................................................266
  7.8.1.6. Portfolio Defense...........................................................................268

7.9. Conclusion..............................................................................................269

CHAPTER EIGHT

SYNTHESIS, THESIS, IMPLICATIONS, RECOMMENDATIONS
AND CONCLUSION

8.1. Introduction............................................................................................270
8.2. Discussion ...........................................................................................................274

8.2.1. Student teachers’ baseline phronesis

8.2.1.1. Developing learners’ appreciation ......................................................... 275

8.2.1.2. Emotions inform commitment and perceptions of the role of a ‘teacher’ (facilitator of learning) ................................................................. 276

8.2.1.3. Desire to teach and the experience of teaching ............................. 276

8.2.1.4. Vision for and of the type of teacher (facilitator of learning) ............... 277

8.2.1.5. Awareness of relationship between teacher role and context .............. 278

8.2.1.6. Rough draft, highly skewed learning task ........................................ 278

8.2.1.7. Personal and professional attributes ................................................. 279

8.2.2. Contribution of the mentor teacher

8.2.2.1. Developing an internal need – personal to professional............... 281

8.2.2.2. Thinking and action for effective practice and developing criteria for effective teaching (facilitating learning practice) ................................. 282

8.2.2.3. Teacher- learner relationships ......................................................... 283

8.2.2.4. Teacher work, learner work and context ......................................... 284

8.2.2.5. Feelings, thinking and challenging teacher work and action decisions ... 285

8.2.2.6. Support, expectations and self-awareness ...................................... 286

8.2.3. Contribution of the specialisation programme ........................................ 287

8.2.3.1. Eliciting, meaning-making and challenging beliefs .................... 287

8.2.3.2. Exploring feelings and providing support ....................................... 288
8.2.3.4. Content, process and participation ........................................289

8.2.3.5. Assigning meaning and identity construction..........................291

8.2.3.6. Real-life experiences for phronesis construction .....................292

8.2.3.7. Facilitation of learning practice – feelings and progress ..........292

8.2.4. The student teachers’ construction and use of phronesis ............293

8.4. Implications and recommendations .............................................307

8.4.1. Teacher Education programmes ..............................................307

8.5. Suggestions for future research ..................................................313

8.6. Conclusion ..................................................................................314
REFERENCES……………………………………………………………… 318 - 336

LIST OF TABLES:

TABLE 1: A comparison between the more traditional teacher education programme and the radically innovative teacher education programme (PGCE) at the University of Pretoria……………………………………………………………..10

TABLE 2: Comparison between knowledge as “episteme” and as phronesis…………34

TABLE 3: The research participants’ profile, role(s), including the justifications for these roles……………………………………………………………… 91

TABLE 4: Paradigms and their ontological, epistemological and methodological Dimensions…………………………………………………………………..94

TABLE 5: A typology of research designs featuring Mixed Methods…………………..96

TABLE 6: Research instruments used in the research………………………………….115

TABLE 7: Rigour in the research……………………………………………………….134

TABLE 8: Sequence of cycles…………………………………………………..143, 169, 194, 230
LIST OF FIGURES:

FIGURE 1: Coghlan & Brannick’s (2001) model……………………………………...106
FIGURE 2: James model for cycles one and two……………………………………107, 144, 170
FIGURE 3: James model for cycles three and four……………………………..111, 195, 231
FIGURE 4: Model to represent a student teachers’ development as a facilitator of learning ...........................................................304
FIGURE 5: Construction of a personal and professional identity ………………..306
FIGURE 6: Model for a Teacher Education programe …................................312

LIST OF DRAWINGS:

DRAWING 1: Bernice’s view of herself as a facilitator of learning……………..175
DRAWING 2: Carol’s view of herself as a facilitator of learning…………………176
DRAWING 3: Mack’s view of himself as a facilitator of learning …………………177
APPENDICES in DVD (Attached to inside back cover)

APPENDIX I:

APPENDIX II:

APPENDIX III:

APPENDIX IV:

APPENDIX V:

APPENDIX VI:
This has been the most challenging, exciting, stimulating and frustrating, depressing experience that I have had over the past few years. At times I questioned why I even bothered to carry on with this research. It was at these times that my inner strength and the excitement of the findings that motivated me further. My family and colleagues also played a major role in motivating me to the point of completion. I cannot deny the enormous impact that my supervisor played on the development and final completion of this research project. During the period I just thought - How the heck did I land up with him? He barely gives advice - a few comments at the top of a chapter ... My big question was - what are these all the comments that he can give?

His statement - This is your research; **your academic struggle** really broke me. I questioned what he meant by this and why did other supervisors work differently going through the students’ pages and writing comments on each page?

**Words to Supervisor**

We met for the first time in February 2003. It was a strange but stimulating one - a time when I did not know much about you so I was wary of this white male with an Afrikaans accent and surname and he was from Pretoria.

The beginning steps - developing the proposal was a very uncertain, insecure period ..... you knew what you were doing when you left me to swim in a floundering manner and almost sank at times. Some comments made were harsh and even callous,
something that I could not accept. The topic and research questions were finally
developed and then came the other sections ..... the rationale etc ..

Finally the proposal defence date was upon us .. you were confident and so was I . .it
went off very well.

The one question asked by a lecturer during the defence was: Do you not think that
your supervisor is expecting too much from you .. .Is this research too big?

At the time I was so excited about starting the research - I said NO QUITE
indignantly.

Then came the data collection - the traveling and documenting which you facilitated and
supported extensively. Thank you for this - it was difficult for me to manage with work in
Durban and collecting data in Pretoria. Your spirit and energy were good and
go, go, go.