Student teacher views on the role of the university

by

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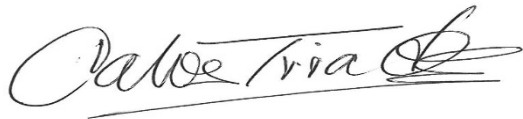
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December 2019

Declaration

I declare that the dissertation/thesis, which I hereby submit for the degree Philosophiae Doctor in Education at the University of Pretoria, is my own work and has not previously been submitted by me for a degree at this or any other tertiary institution.

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Carlos Alberto Tirado Taipe
9 December 2019

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Ethics statement

The author, whose name appears on the title page of this thesis, has obtained, for the research described in this work, the applicable research ethics approval. The author declares that he/she has observed the ethical standards required in terms of the University of Pretoria's *Code of ethics for researchers and the Policy guidelines for responsible research.*

Dedication

I dedicate this thesis to my mother Ana María, my grandparents Cosme and Ana Guardia, and to my wife, Hele Francis. Their unconditional love and inspiration guided me through this endeavour.

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  "… he will certainly care for you. Why do you have so little faith? … your heavenly Father already knows all your needs. Seek the Kingdom of God above all else, and live righteously, and he will give you everything you need. So don't worry about tomorrow, for tomorrow will bring its own worries. Today's trouble is enough for today" Matthew 6: 29-34.

Abstract

This study set out to understand what the views of a group of student teachers of the University of Pretoria on the role of the university are, and how and why these views emerged. A qualitative exploratory case study design was followed. The social philosophy of higher education of Ronald Barnett was chosen as a theoretical framework. Convenient sampling was applied and arts-informed methods such as drawings and photovoice, combined with in-depth semi-structured individual interviews and field-notes from observations, were research methods used for data construction. ATLAS.ti 8™ software was used and member reflections, reflections with my supervisor, denotation and connotation of drawings and photovoice techniques were used as general research methods for the data analysis. This study found that student teachers predominantly stand for an ontological role of the university that advocates the development of students as persons, their social skills, cultural and racial tolerance, compassion, empathy rather than a predominant role of the university that emphasises epistemological aspects such as teaching/learning, doing research or merely degree accreditation. It was affirmed that the intellectual communities of students and lecturers are a distinctive part of what it means to be a university. The student teachers argued for a more comprehensive concept of critical thinking that has a practical, experiential and relevant relationship with the world. While there has been extensive research on the traditional roles of the university, this study makes the claim that the university has a role to fill in the after-school educational gap that is a result of poor schooling in South Africa. The study makes the claim that the causes that explain the student views are constructed based on their family relationships and their life and educational experiences inside and outside schools or universities which at times surpassed the intellectual role of the university. The student teachers of this study, as part of a supercomplex world, recognize the university-knowledge relationship but stand for a new nature of this relationship.

Key terms: student teachers, teacher education, student voice, university role, arts-informed methods.

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To whom it may concern

This is to certify that the Doctoral Thesis: Student Teacher Views on the Role of the University written by Carlos Alberto Tirado Taipe has been edited by me for language.

Please contact me should you require any further information.

Kind Regards

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CHAPTER 1: OVERVIEW AND INTRODUCTION OF THE STUDY

1.1 Introduction

What constitutes a university and its main roles, are a matter for debate (Barnett, 2013). The university has changed over time and consequently so has its roles. Along its historical journey, the roles of the university have been changing considering the socio-political context of each period, as well as the tensions that exists inside universities.

The university is the focus of attention of different stakeholders whose views on the roles of the university may be very different, if not contradictory. These different stakeholders include, amongst others, corporations, governments, civil organizations, families and teachers. It is often hard for a university to meet all the expectations of all of its stakeholders at the same time. Therefore, it is not rare to find that a university is more willing to listen to some stakeholders but not to others (Cheong & Ming, 1997). In this context, knowing and listening to the views of the students on the roles of the university, as another stakeholder, affects the core and traditional roles of the university as it relates to teaching, learning and research.

Students are key stakeholders of a university. To know and listen to their views on the roles of the university is important for the university. This is necessary since part of the existence of universities relies on achieving a high number of student enrolments. In order to maintain this objective it is necessary to meet the satisfaction of students and to increase their loyalty to this institution (Elliott & Healy, 2001).

Hearing the views of the students and satisfying their needs and expectations is also important for student retention. In this regard, Zemke (2000) argues that university managers tend to focus excessively on programs for attracting students rather than working with students that have already enrolled. He views this as a self-destructing strategy since it costs more to appeal to new customers than it does to keep the ones you already have. Elliott and Healy (2001; Elliott & Shin, 2002) argue that many institutions realized that it is better to spend resources into retaining students, rather than to invest in

attracting new ones. Hence, to know the views of the current university students is crucial for the university.

Nevertheless, the student teachers' views on the roles of the university are not always academically heard as they should be. This study considers the 'student teachers' or 'pre-service teachers' as the ones who study education at the university and who are not yet teaching professionally (Fajet, Bello, Leftwich, Mesler & Shaver, 2005) For this study, the student teachers have education as a first career at the university which does not include second career student teachers (Varadharajan, Buchanan & Schuck, 2018). I found it challenging to find studies related to the specific views of student teachers on the roles of the university in comparison to how university students in general view the university. I found abundant literature on the views, perceptions or demands of the university students other than education students on the role of the university.

The literature reviewed indicates that the views of the university students on the roles of the university are diverse and even contradictory. On the one hand, some students perceive the university as a business where education is a commodity (Brock-Utne, 2000), while on the other, students view the university as having a predominant role of a provider of free education based on the premise that education is a human right (Tomasevski, 2003). In this regard, Trow (2006) adds complexity to the discussion by affirming that no country has enough money to sustain a system of mass higher education at the cost per student to the tax payer. These it is argued, are utopian and unrealistic views of students on the role of the university.

Against this backdrop, this study attempts to understand the views of student teachers of the University of Pretoria on the role of the university, as a general institution and not to assess the University of Pretoria's role as a university. In this regard, I engaged with similarities and differences among the views of the student teachers on the traditional and contemporary roles of the university, as well as attempted to understand new roles they would attribute to such institutions. Additionally, I sought to understand how and why the views of student teachers on the roles of the university emerged. This qualitative exploratory case study will endeavour to contribute in filling the gap in the literature by engaging with the views of the student teachers on the roles of the university.

In order to introduce my study and this chapter, I started with a background of the project. The background considers a contextualization of the study with a focus on an historical developing process of the roles of the university and the views of the students about these roles, from the Middle Ages up to the present. That will be followed by a researcher identity memo, an explanation of my rationale and motivation in carrying out this study, followed by the focus and purpose of the project and the research questions with which I will engage. Then I briefly explained the possible contributions of this study, the theoretical framework and the research methodology. Lastly, I outlined the structure of the study before closing this introductory chapter.

1.2 Background

The university is a medieval invention (Grant, 2006). Universities were created during the high Middle Ages in the 11th century in Roman Catholic cathedral schools in Italy (Dunbabin, 1999; Haskins, 1898). Initially, these cathedral schools were for the clergy as part of the cathedrals that flourished in Europe during the 11th and 12th centuries (Haskins, 1898). The first university that provided a degree was the University of Bologna, founded in 1088, in Italy (Dunbabin, 1999; Yang, 2013).

Universities were created under imperial and colonial socio-political conditions. The pope or prelates as well as kings, princes and city governments were the main authorities in the Middle Ages (Yang, 2013). Thus, universities as relatively recent organizations needed protection, economic support and social recognition of such authorities to proceed with autonomy. Autonomy for universities became increasingly important to avoid serving exclusively religious or political purposes. This became a model for universities to proceed with in their development. Later, universities claimed more autonomy based on their educational services provided as well as their capacity to award degrees.

Originally universities were formed by foreign teachers and students who gathered in cities in which they studied and taught (Grant, 2006). In this context, foreign teachers and students lacked rights and privileges granted to the citizens of the communities in which they resided and worked. In order to strengthen their position, they organized corporations, or *universitas*, as had been done by numerous craft and merchant guilds at the time (Grant, 2006). For these reasons, the Latin word *universitas* refers in general to

a number of persons, generally teachers and students, associated into one body, a society, company, community, guild or corporation (Lewis & Short, 1966). Corporations were an important form of civil organizations to interact in a society ruled by the church and the state. Through corporations, individuals of the same profession or trade were granted the right to form an entity, which afforded its members various legal rights (Grant, 2006).

The noun *universitas* was used to refer to an academic community focussing in higher education after the 15th century (Dunbabin, 1999). Before that, students and teachers usually referred to their places of learning as *studia*, a word used also to refer to other less elevated educational bodies. Buildings specially designed for university purposes started to appear after the middle of the 14th century, whereas previously scholars used local churches, mendicant houses or rented dwelling houses for them (Dunbabin, 1999). Even since the university started taking shape, the relation between teachers and students has been a core aspect of the nature of the university.

Studies at university were a privilege of the higher social class (Yang, 2013). Already in the 13th century university education was an extremely expensive undertaking generally reserved for the sons of rich or aristocratic families. In this regard studying at the university was the best insurance policy fathers could provide for their younger sons (Dunbabin, 1999). Teaching and learning were the main roles of the universities during the Middle Ages. The university of the Middle Ages existed in a self-centred manner and focussed on its intellectual concerns and thus had its back towards the surrounding communities which were predominantly rural and agrarian (Niblett, 1975). However, a contrary view to the above is that universities provided for their own communities, which consisted mainly of professors or practitioners in theology, law or medicine, as well as clerks attached to royal courts or municipalities. At the time students expected to receive a better social position in their society from the university rather than only a degree (Grant, 2006).

During the Renaissance, the medieval political and religious authorities kept up pressure to remain as leaders of the universities. From the 15th century onwards, kings, princes, rulers and leaders of city governments, and in lessor way the Catholic Church, influenced universities. In this context Humanism as a system of thought that privileged humans rather than divine or supernatural matters emerged and served to weaken the influence of

the Catholic Church. Humanism, especially from the first quarter of the 16th century onwards, provided scholars with a critical spirit as well as research skills to learn the important works of that time in the original languages to better comprehend the context (Grendler, 2004). Latin was the language of texts, lectures, disputations and examinations. Teachers lectured on the books of Aristotle for logic, natural philosophy and metaphysics. Arts, law, medicine and theology were the main faculties (Grendler, 2004). The critical spirit of Humanism thus challenged the old views of the world. The Renaissance turned down the Medieval scholasticism and revitalized interest in Ancient Greek and Roman ideas, also increased individual's beliefs; decreased the corporate, unconscious and cultural consensus; and fostered the use of scientific methods based on demonstrations (Niblett, 1975).

In general terms, the main roles of universities during the Renaissance were teaching, learning and research. In this context, research acquired a different approach up to the point that it challenged the world perspective and broke the *status quo* of the Middle Ages.

Universities lost some of their influence in Europe during the early 17th century which was caused by both external and internal factors (Grendler, 2004). External problems damaged the society that supported universities. Universities' financial funds were reduced by war (for example the 30 Years' War from 1618 to 1648 that affected central Europe and especially Italy), civil war (that affected especially the English universities), great diseases (such as a famine and plague in Italy between 1629 and 1633), among others factors (Grendler, 2004). All these problems resulted in teachers and student absenteeism and changes in the nature of the traditional roles of the university.

Universities faced internal problems as well. Student protests and intellectual dogmatism were serious problems although they were not new. Italian universities, for example, delayed curriculum reform and clung to the natural philosophy of Aristotle, renouncing a more experimental approach until the last half of the 17th century (Grendler, 2004).

Competition with other establishments of higher education exacerbated the decay of universities further during the last third of the 17th century. The religious boarding schools of the Catholic Church, and the academies of the Protestant Church especially had an impact (Grendler, 2004). These educational institutions reduced the number of wealthy

noble students and commoners at universities. In contrast to this, the Renaissance universities of the 15th and 16th century had no significant competitors. According to Grendler (2004), Monastic order *studia generalia*, i.e., the schools of the Dominicans, Franciscans, and other medieval orders, which taught philosophy, biblical studies, and theology, were the only rivals to Renaissance universities. However, the boarding schools and the academies did not teach law or medicine. These new institutions taught part of the university curriculum and provided young men professional skills and religious instruction for life. These new institutions learnt rapidly to be accommodating to student demands. From this time onwards, the university has been affected by the attention or lack of to the views and needs of students.

In the case of Europe, a new modern era started at the beginning of the 18th century and affected universities radically. Universities in Europe faced social changes as the dissipation of the influences of the church over government; the rise of science, the emergence of the middle class, the beginning of the Industrial Revolution, the rise of universal literacy initiatives and the emergence of English as a dominant language of instruction (Yang, 2013). The new social middle class groups questioned the traditional comforts and privileges of the monarchy, nobility and clergy (Côté & Allahar, 2011). During this time, there was a seeking for a more objective and detached view of the world, free of prejudgments, superstitions and personal interests. Universities moved from being institutions attended only by a fairly small number of socially fortunate and/or intellectually talented to places where attendance has become more or less compulsory for a wide range of occupations and for people from different social classes (Smith & Langslow, 1999). These social changes influenced the nature of the university, which turned to deal with new issues such as overcrowding, lower quality education and impersonal relationships among teachers and students.

Furthermore, the socio-political economic modifications of Western society pressured universities to change. In the first half of the 19th century, cities grew and were transformed, factories were built and functioned based on steam power, transport facilities expanded, and new methods regarding the growing of crops were introduced. In the midst of these changes, most universities were neglected (Niblett, 1975). The spread of industrialization demanded the application of science and the discoveries of technical accomplishments. The external environment has become urban and the social climate

secular. Universities from Germany and the United States of America applied scientific methods for the direct service of a technological society to improve industries (Niblett, 1975). The English model of university (elitist, residential and cloistered) was replaced by a more North American and European model which was more open, entrepreneurial and connected to the society (Smith & Webster, 1997c). Universities started to be service institutions moving in the direction that society wanted. In general, during the 20th century, universities abandoned their initial mission to produce mature intellectually and spiritual adults, and turned to emphasise practicality, functionality and scientific objectivity relevant to industrial purposes. For some scholars, in doing so the university left the importance of reflection, contemplation and mature re-evaluation of ideas behind (Shore, 1992). However, regardless of the industrial pressures, in the 19th century, there were individuals and groups inside English, German and Spanish universities that preserved a 'pure' intellectual and non-technical character. Hegel, Unamuno, Goethe, Schleiermacher, Kierkegaard and Ortega are some examples of this (Niblett, 1975).

During the 20th century, technological universities were developed to be at the immediate service of society. In the last part of the 19th century and in the early years of the 20th, many European universities in Great Britain developed departments with highly intelligent scientific emphasis in textiles and colour chemistry, metallurgy and biochemistry. On the other hand, other technical institutions outside the universities proliferated with this industrial service expertise (Niblett, 1975). In a fast changing society, universities no longer had the monopoly of the skills and knowledge to be passed on to the next generation (Kumar, 1997). This idea concurs with what Barnett describes as the 'end of knowledge', as a pure, objective reading of the world, and the university as an institution that has to develop a new epistemological consciousness of its own insecurities as part of a supercomplex world (Barnett, 2000c). In this new context, universities now competed with specialized organizations and with new information technologies that could offer equally good or better service to governments and businesses (Kumar, 1997). However, it is recognized that universities still held monopoly of the granting of certificates of quality and eligibility.

The modern university has changed its traditional roles and its conceptions of students (Smith & Webster, 1997a). The traditional roles of the university as teaching/learning and research institutions have changed. In the middle of the 20th century, Postmodernism

emerged as a broad movement in literature, art, philosophy, architecture, fiction and culture, among other areas. Postmodernism is a reaction to the certainty of scientific efforts to explain reality of modernism (Stevenson, 2010). Postmodernism emphasizes pluralism, scepticism, self-referentiality, epistemological and moral relativism. The post-modern era had some challenges caused by the mass of worldwide higher education (Trow, 2007); the transformation of higher education into a private good, and the economic and social thought and policies behind these ideas; the commencement of a service-oriented post-industrial economy in an increasing number of countries; and the influence of information technology on higher education and society (Altbach, 2007). Furthermore, currently, it is claimed in the academic literature that in a neo-liberal world universities treat its students as customers, and so students have begun to blame their teachers for their failures (Smith & Webster, 1997a).

The university receives enormous pressures from the post-modern system. Universities are under pressure of current trends in higher education as a culture of audit and assessment in the name of greater accountability, also called managerialism; a move away from the forms of governance toward distinctively managerial methods; an astonishing growth of new subject areas and associated knowledge; an almost universal conversion to modularization of undergraduate programmes; crowded campuses that reduce individual attention, making learning more anonymous and self-determined, among other aspects (Smith & Webster, 1997b). In this context, the central management teams and politicians from the outside drive the university. Currently, in many cases, the head of a university is the chief executive/vice chancellor without high level academic achievement of his own (Smith & Webster, 1997a). It is not any longer necessarily an academic, chosen as the *primus inter pares* of a *collegium* of scholars. As a result, university staff experience a loss of control over what they do and experience their institutions as a working place rather than a group of scholars which initially motivated academics to pursue their calling (Smith & Webster, 1997b), similarly to their colleagues from the Middle Ages in the 11th century.

In this context, there are many opposing views of what a university is. Barnett (2013) states that the views about what constitutes a university are numerous, to the extent that he refers to a conceptual anarchy. Barnett avers that the ideas about the university are narrow since the global academic market orientates universities towards uniformity rather

than difference. Furthermore, the ideas of what a university does are impoverished, considering that in a market scenario, universities are unduly limited to few possible understandings; and finally, Barnett affirms that the views on the role of the university are dominated by the idea of marketization.

In the challenging contemporary context, there is a consensus that regardless of the changes the main roles of teaching/learning and research cannot change. Lategan (2009) even concludes that the university can change by taking on new roles, but its roles of teaching/learning and research remain the same. Similarly, Le Grange (2009) affirms that since the beginning of the modern university around 800 years ago, its key role has been the production, transmission and acquisition of knowledge. In the contemporary university, these occupations have not changed. Le Grange (2009) further states that what has changed is the essence of knowledge production, transmission and acquisition, and the way that knowledge is confirmed and valued.

In this context, the current views of the students on the roles of the university are also contradictory. A view of certain students on the university is that it is a business where education is considered as a commodity (Brock-Utne, 2000). According to this view there is an economic exclusion at work that excludes some students in affording quality education based on their economic situation (Hussey & Smith, 2010; Ward, 2012). On the other hand, there is a view among students on the role of the university as a provider of free education based on the premise that education is a human right. Tomasevski (2003) affirms that education as a human right is an end in itself rather than a way for achieving other ends, such as make people only employable.

On the other side of the world, by 1800 universities in North America took their model from universities from Great Britain (Shils & Roberts, 2004). At the start of the 19th century, all universities outside Europe resembled the image of the European university. For example, universities in Central and South America took their model from universities from Spain. Related to the American universities, the first colleges founded by the British North American colonists taught Latin, Greek and mathematics, were residential, trained students usually only studied up to the level of a bachelor's degree and had close connections with religious bodies. The universities in North America became institutions where advanced intellectual knowledge and skills were sought and taught,

certified by diplomas and degrees. Later, American state universities broke with their antecedents on having a religious affiliation and widened the range of subjects taught. It was the case of the universities of North Carolina (1776) and Georgia (1785) (Shils & Roberts, 2004). However, the British model was observed faithfully in the organization of American universities being led by their board of trustees rather than the state or the teaching staff. Similarly, these American universities resembled the British model by their little obligation to enrich knowledge. The North American universities' goal was to discipline the mind, form and strengthen character and responsible leadership in society based on pastoral and personal relations between teachers and students in small residential institutions.

From 1850, the German universities increasingly influenced the American universities mostly in their developing of graduate schools and in teaching how to do research (Shils & Roberts, 2004). Following Shils and Roberts (2004), young academics who returned from Germany to North America played the main role in the expansion and implantation of the model of German universities. For example, following the German model, the University of Michigan, the University of Chicago, the John Hopkins University and Clark University fostered the idea that research was as important as teaching, and made available the space, equipment and libraries for research. The mode of teaching in the graduate school fostered personal attention from the professor similarly conducting seminars for graduate students to share the results of their research, and critically discussed with their teachers and fellow-graduate students. By 1914, the Germanic influences had become so embedded in American tradition that this initial German influence had ceased to be German and had become American. After that, American universities continued to receive refugee scientists and scholars who improved the scholarly teaching and research but did not bring new ideas of how a university should function. It was the case of the numerous scientists and scholars who were forced to leave Germany with the coming to power of Hitler, or previous Russian scientists who had done the same after the Russian Revolution of October 1917.

On the other hand, the history of the university in Africa has particular aspects. In the case of Africa, in pre-colonial settings, there were indigenous learning spaces before the arrival of Europeans in the region (Woldegiorgis & Doevenspeck, 2013). Though 'modern' higher education systems are basically a product of European colonial contexts,

education at all levels is manifested in pre-colonial settings in Africa, as the case of the Al-Azhar institution of higher learning founded in 970 AD in Cairo, Egypt, among other academies based on indigenous forms of learning (Shils & Roberts, 2004). However, these indigenous African learning spaces were interfered with, and in some cases destroyed and disappeared as part of the slave trade and the arrival of European powers as early as the 15th century. By the end of 1885, almost all of Africa was under the control of European colonial hegemony represented by Belgium, Germany, the Netherlands, Italy, Portugal and Spain. Of these, the British and French highly influenced Africa's modern institutions including higher education (Shils & Roberts, 2004). Higher education institutions were founded principally in northern African countries and South Africa. For example, the South African colleges and universities were shaped by an amalgam of features of the old and the modern English and Scottish universities.

The introduction of these Eurocentric institutions progressively displaced the legitimacy of local authorities, indigenous culture, religion and institutions. Hence, the introduction of universities in Africa was not as smooth as in North America, because there were suspicion and resistance, which were reduced after the creation of a new African elite who passed European education to the locals. However, according to Woldegiorgis and Doevenspeck (2013), higher education was mainly used as a policy of assimilation in the African colonies. These authors argue that the universities mainly executed colonial agendas in Africa, since it was restricted to few individuals and was mainly used as places of facilitating colonial administration instead of educating African societies. It was especially the case of the French colonies, who sent a small number of Africans to be educated in French institutions where they could be integrated into the French way of life. In the case of the Portuguese, even though that they were in Africa before than other colonial powers, their efforts to grow education in their colonies were very low and no form of higher education was available in Portuguese colonial Africa until the 1960s. The African institutions created were mainly for the settlers and were extensions of universities in the metropolis (Woldegiorgis & Doevenspeck, 2013). Teachers' appointments, curriculum contents, programs, and even graduation approval used to be decided by colonial authorities without prioritizing the wellbeing of African societies but on colonial powers. The institutions attached to the missionaries secured funds and support from colonial powers whereas the old traditional learning centres and Islamic learning institutions were not considered in the process. Tiyambe and Olukoshi (2004),

explain this reluctance of the colonial power to establish universities in Africa by referring to the fear derived from the experiences of educating the natives at the highest levels in India.

On the other hand, the history of higher education in China can be divided in five periods. Following Yu, Lynn, Liu and Chen (2012), these periods are: (1) the Ancient and Imperial era (prior to 1840); (2) Modern era (from the First Opium War 1839-1842, until the People's Republic of China was founded in 1949); (3) Post-revolution era (from 1949 until the beginning of the Cultural Revolution); (4) Cultural Revolution era (1966-1976); and (5) The New era (since post-Mao reforms were launched in 1978 until now).

During the Ancient and Imperial periods, the education system in China was connected with the work of notable scholars who focussed on the development of men of virtue, moral integrity, civil servants and senior scholars and future members of the ruling class (Yu *et al.*, 2012).

During the Modern era, Chinese higher education made away from classical Chinese education towards one that includes both Western institutional structures and educational values (Yu *et al.*, 2012). China found its modern character by the mid-1920s. Post-World War I and the ascent of the Nationalist Party in 1927, politics raised domestic concerns of these institutions and established government control to guaranty that higher education institutions were aligned with national needs and priorities.

The other three eras in the higher education history of China are characterized by radical changes (Yu *et al.*, 2012). During the post-revolutionary era occurred the disassembling of the national higher education system and the reformation of one that was inspired by the Soviet Union system. The period of the Cultural Revolution that followed was one of deterioration of formal higher education. It caused that higher education enrolment was suspended for 12-years (Yu *et al.*, 2012). Nevertheless, as part of the current co-called New Era, China opened to the outside world. As an example, in the 20th century, the model of the North American liberal arts and medical colleges was spread in China (Shils & Roberts, 2004).

In the case of India a socio-historical journey from tradition to modernity unfolded as follows: (1) Ancient India; (2) Medieval India; (3) Colonial India; and (4) after the independence of India (Choudhary, 2008; Hossain & Mondal, 2019).

There are antecedents of higher education in India since the Ancient period. In Ancient India, the nature of higher education was considered religious (Choudhary, 2008; Hossain & Mondal, 2019). The basic religions at that time were Hinduism, Buddhism and Jainism. Higher education in Ancient India sought social virtues and higher education had been restricted to the upper castes, particularly the Brahmins.

In Mediaeval India, the early Brahminical (Hindu) and Buddhist Indian education centres were demolished under the new Islamic education system supported by the Muslim rule of India. By the 11th century, *Madrasahs,* generally attached to mosques, had developed as centres of education of higher education and learning (Choudhary, 2008). Hindu and Muslim educational systems were mostly religious and literary in character.

During Colonial India the British administration, beginning from Macaulay's policies of education, included a Western model of education aiming to create a professional class that could act as mediators between the British Empire (Raj) and the Indian people (Choudhary, 2008; Hossain & Mondal, 2019; Majumdar, 2016). Following Choudhary (2008), during colonial India higher education remained concentrated inside and around the cities and towns, and men rather than women participated and amongst the higher castes. Hence, the colonial system of higher education was very unequal. During several decades, colleges were the only ones who offered degree courses. Only about 1920, postgraduate teaching and research departments started to be established (Choudhary, 2008). It is clear that the British did not believe the university as a place for higher learning and research, hence, during the Colonial period Indian universities were not related to the needs of their society (Majumdar, 2016). Definitely, the current new Indian colleges and universities were shaped by an amalgam of features of the old and the modern English and Scottish universities (Shils & Roberts, 2004). After this historical overview on the views on the role of the university in different part of the world, students included; I will provide another brief historical overview about how and why these views of the students on the role of the university emerged.

There are several causes that explain how and why the views of the students on the role of the university emerged. These causes can be identified from the Middle Ages, the Renaissance, and the years that followed until the contemporary era. The most important causes that can help explain the views of students on the role of the university extracted from the historical background are: the influence of attending and studying at the university; the influence of the family, especially the parents to share their expectations with their children; other educational experiences outside the university that helped students to compare the education received; the influence of the teachers or tutors in the university; and the social expectation about the role of the university, such as teaching/learning or providing suitable professional training to be inserted in the work market.

Considering this background of the origin of the university, its historical development, the discussions of what the role of the university and the views of the students are about this role, this study attempts to understand the current views of student teachers of the University of Pretoria on the roles of the university, as an institution, and discuss how and why these views emerged. In the following section, I will describe the context of the study, which is the Faculty of Education of the University of Pretoria.

1.3 Context of the study

As a broader context, this study is undertaken at the University of Pretoria, specifically, this study is focused on the student teachers of the Faculty of Education of the University of Pretoria. This description is necessary as it can help to understand the views of the student teachers on the role of the university and how and why these views emerged. In other words, some of the characteristics of the Faculty of Education of the University of Pretoria may influence the views on the role of the university of these student teachers. In the following section, I will describe the University of Pretoria and its Faculty of Education to provide a context for this study.

a. The University of Pretoria

The University of Pretoria is an influential academic institution by its history, current leadership and future role in South Africa. The University of Pretoria is considered a

traditionally Afrikaner university as well as Stellenbosch and the Free State University in South Africa (Nyamnjoh, 2016). The Afrikaans culture is a representative historical culture in South Africa. According to Naidoo (2016), the University of Pretoria is considered a historically-white race institution like the University of Cape Town and Rhodes University. Besides, the student teachers of the University of Pretoria have a clearly important role in the present and future of the young students from the schools of South Africa as a nation. As future teachers, their views on the role of the university have an important impact on their current education as well as on their role as future professionals in their communities. In this regard, understanding how these views emerged also contributes to the discussion of key causes and experiences that influenced the views of the student teachers. For these reasons, this study is significant by including student teachers of the University of Pretoria as participants.

The University of Pretoria turned 111 in February 2019. In 1896, the South African School of Mines was established in Johannesburg and was renamed the Transvaal University College (TUC) in 1906 (University of the Witwatersrand, 2019). The Pretoria branch of TUC was established in 1908. Seemingly in 1910, the two branches of TUC separated and the Johannesburg branch was transformed into the South African School of Mines and Technology (Mohale, 2016), which ended up being the University of Witwatersrand in 1922 (University of the Witwatersrand, 2019). The Pretoria branch of TUC turned to be the University of Pretoria in 1930 (Bitzer & Wilkinson, 2009; Mohale, 2016), however, its foundation is considered to be in 1908. The beginning of University of Pretoria was with 32 students and four professors (University of Pretoria, 2008; University of Pretoria & Grey, 2012), in a house known as Kya Rosa in the city centre of Pretoria. Now in 2019, University of Pretoria has more than 57000 students.

The University of Pretoria has to navigate its way through revised national goals and imperatives. For example, in 1989, the University of Pretoria was formally declared an 'open' university for undergraduate and postgraduate students of all races (University of Pretoria & Grey, 2012), which includes equity, access, equal opportunities and diversity.

The University of Pretoria is a large South African universities. The University of Pretoria is located in the cities of Pretoria and Johannesburg, which accommodate University of Pretoria's nine Faculties and a Business School. The University of Pretoria Faculties are:

Economic and Management Sciences; Education; Engineering, Built Environment and Information Technology; Health Sciences; Humanities; Law; Natural and Agricultural Sciences; Theology; Veterinary Science; and the Gordon Institute of Business Science (GIBS). The University has 120 academic departments and offers 1213 study programmes, 230 degrees, certificates and diplomas, 166 undergraduate programmes and 1047 postgraduate programmes (University of Pretoria, 2019a).

This study only includes contact education students and excludes all students enrolled as part of distant study programs at the University of Pretoria. The reason of this decision was based on the supposition that the students enrolled in the contact study programs have as their primary role to be a university student, in contrast to the ones enrolled in the distant study programs who probably combine their role as university students with extent of hours at work or in family duties. The University of Pretoria establishes two modalities of education: contact study and distance study programs. A student can either enrol full-time (as part of a contact study programme) or for a distance study programme. Even if a student enrols for say only three modules in a contact study programme, the system statistically records the student as a full-time student. By the time of conducting this study (June 2017), the distance study programs offered at the University of Pretoria were only available by the Faculty of Education.

Currently, the University of Pretoria student has a specific profile. A University of Pretoria student is predominantly from a contact education modality, at undergraduate study level, likely to be predominantly female and from a black race ethnic group. According to the Bureau for Institutional Research and Planning, by the University of Pretoria census in November 2018, there were 57008 students enrolled at the University of Pretoria (University of Pretoria, 2018a). There were 48452 (85%) students, as part of contact education modality, and 8556 (15%) students, as part of contact distance education. They were 24190 (42%) female and 32818 (58%) male students. At undergraduate level there were 35201 students (62%) and at the postgraduate level, 21807 (38%). In terms of ethnic group, there were 36192 (63%) black race students, 20788 (36%) white race students, and 28 statistically unknown race students (1%).

The University of Pretoria is ranked since 2017 until now, among the group of 601 to 800 universities in the world (Times Higher Education, 2019b). In the same way, according to the QS World University Rankings 2019, the University of Pretoria is ranked among the 561 to 570 universities in the world (QS Top Universities, 2019b). These are the two world rankings that the University of Pretoria includes in its official webpage.

The language of instruction at the University of Pretoria has changed through its history. In 1932, considering that 65% of the students were Afrikaans-speakers, the Council decided that the university should first cater for the needs of the Afrikaans community (University of Pretoria & Grey, 2012). In 1993, English was reinstalled as a language of tuition with the same status as Afrikaans (University of Pretoria, 2008; University of Pretoria & Grey, 2012). This attracted more students from all races to register at the University of Pretoria. However, after some years, the students' preference to receive classes in Afrikaans was reduced to 18% in 2016, in comparison to the 85% in 1992 (BBC News, 2019). Hence, English became the preferred language of instruction at the University of Pretoria.

In June 2016, the University of Pretoria Council approved the new university's language policy. This policy states that "English is the language of teaching and learning (in lectures, tutorials and assessments) except in cases where the object of study is a language other than English" (University of Pretoria, 2016a, 2). At the same time, the language policy mentions that to support students in understanding main concepts in their modules, the university will provide spaces and resources using students' languages, especially Sepedi and Afrikaans, and probably other South African languages. The language policy also states that the University will assist the development of Sepedi to a higher stand of scientific discourse and must resource the continuation of Afrikaans as a language of scholarship. This language policy started to be applied from 1st January 2019.

b. The Faculty of Education of the University of Pretoria

The Faculty of Education has an important legacy at the University of Pretoria. The Faculty was established in 1937, close to the inauguration of the modern academic library donated by Dr Hans Merensky in 1939 (University of Pretoria & Grey, 2012). In 2001, the Teachers' Training College of Pretoria was incorporated into the Faculty of Education

and the University of Pretoria acquired the Groenkloof Campus (University of Pretoria & Grey, 2012). This new campus as well as the distance education programs attracted a large and diverse group of students.

Currently the Faculty of Education is a reference institution in South Africa and in the continent. The University of Pretoria Educational Faculty is ranked as part of the 301 to 400 world university ranking group (Times Higher Education, 2019a). According to the QS World University Rankings 2019, the Faculty of Education of the University of Pretoria is ranked among the 201 to 250 group in the world (QS Top Universities, 2019a). The Faculty of Education of the University of Pretoria provides numerous undergraduate programmes, postgraduate certificate programmes (PGCE and PGCHE); and BEd honours, master's and doctoral programmes (University of Pretoria, 2019b).

It is observed that at the Faculty of Education of the University of Pretoria in 2018 (2018b), a student teacher profile had the following characteristics: the student was likely to be from a contact education modality, predominantly at undergraduate study level, female and from a black race ethnic group (60%) in contrast to the white race community (40%). According to the Bureau for Institutional Research and Planning, by the University of Pretoria census in November 2018, there were 8845 students at the Faculty of Education. There were 4753 (54%) students, as part of contact education modality, and 4092 (46%) students, as part of distance education. They were 6099 (69%) female and 2746 (31%) male students as part of both educational modalities at the Faculty. In the contact education, which is the focus of this study, at undergraduate level there were 3685 students (78%) and on the postgraduate level 1068 (22%). In terms of ethnic group, there were 2552 (54%) black race students, 1906 (40%) white race students, 155 (3%) coloured race students, and 140 (3%) indicant race students.

1.4 Researcher identity

The incorporation of the identity and experience of the researcher in a study can provide a major source of insights. Strauss called it "experiential data" (Strauss, 1987, 11), which is of the personal or professional experience of the researcher to support theory building and to contribute to the ability to understand the data constructed. However, in this process, I am aware that it should not be assumed that the researcher experience will at

times impose assumptions and values uncritically on the study. Contrary to that, this study follows Reason's insight related to what he calls "critical subjectivity" (1988, 12). Reason stands for a quality of awareness in which the primary experience of the researcher is not suppressed, but considered as alive, involved and committed, and as a very important part of humanity. Reason suggests raising this experience to consciousness and using it as part of the inquiry process as well as explaining to the reader where the researcher is positioned. In this sense, Maxwell purposes the "researcher identity memo" (2013, 225) as one way to explain positionality. This consists of reflecting on, and writing down, the different aspects related to the researcher experiences that are possibly relevant to the study. The identity memo can created unanticipated insights, as well as create a worth record of these. The research identity memo technique is consistent with the social constructivist paradigm (Interpretativism) of this study. In the following section, I will share my research identity memo.

I am conducting this study among student teachers because education is part of my educational and professional background. I am Peruvian and obtained a bachelor's and honours degree in education in Peru and specialised in history and geography. I was a schoolteacher in a high school in Peru. In 1997, at the age of 25, I started lecturing at a private university, and then in a public one, first as tutor, then as an assistant lecturer, and finally as a lecturer. It has now been around 22 years that I have been involved with universities as a student, lecturer or as an educational development practitioner as part of university projects. All these experiences linked my life to the university and exposed me to different and contradictory views on the role of the university.

As a student and as a lecturer, I encountered different views from the students on the role of the university. These views ranged from merely to provide a degree in order to obtain a better job; to teaching knowledge and skills; or to engage with community engagement projects. These views on the roles of the university were framed, in the context of students' economic constraints and their struggles to afford fees, books, transport, food or accommodation to access quality university education. During my master's research study in New Zealand, I studied the nature of education as a human right, and the importance of including local culture in educational developed projects as part of one of the World Bank's work in rural areas of Peru. I was exposed first-hand to the views of young rural university students on what they deemed to be the roles of the university,

namely, to give them access as well as to their families to a higher economic status through the acquisition of knowledge and skills. However, I also heard about the frustration of the students who suffered economic exclusion in a system that considered education as a commodity.

In my career, I also worked as an educational consultant to non-governmental organizations and the Peruvian Educational Government. I was involved in educational development projects in human rights and justice, especially in rural areas in Peru. In doing this work, I recognized that young people from rural contexts faced educational, social and economic exclusion by not being able to have access to university by dint of their educational background, and lack of family support and funds. This professional experience led me to reflect on the role of the university in the development of the members of rural communities as part of the whole community in an unequal society such as the Peruvian one. I consequently wondered to what extend the university must be accountable to its community members and the development of the university surroundings. I also wondered if this was the role of the university at all. In Peruvian rural communities, young people and their families considered educational institutions such as the university, as a place to go to become a 'better' person (Tirado Taipe, 2007). Parents sent their children to the university to acquire knowledge, skills and values to provide economic support to themselves and later, to support their other family members. It seemed that the university was considered as a needed in life to become a better person, to open-up more opportunities, and to obtain a better job and income. There were many reasons that explained how and why these views on the roles of the university occur. In some instances, the reasons that explain these views were the experiences that people were having at the university, in other cases, the influences of the workforce compelled people to demand from the university a good educational service to obtain a good future job, and a better quality of life.

Considering my family background, I perceived the role of the university to provide one with knowledge, skills and values to improve one's social status. My family had a key role in the development of my personal view on the role of a university. From 1930 until 1960, my grandparents experienced issues of economic constraints and educational exclusion in Peru. Ayacucho, a rural region in the Peruvian Andes, was the place where my grandparents grew up. In this area, the predominant indigenous language used is

Quechua. Coming from a rural region, and speaking a native language, restricted my grandparents, when they moved to Lima, the capital of Peru in terms of work, and to have access to better educational opportunities. For these reasons, both of my grandparents ended up in manual jobs. Like my grandparents, many young people in Peru and in other parts of the world, lack educational background, knowledge and relationships to attend a university. Regardless of these challenges, my grandparents funded university education for nine of their 11 children. The university education of my uncles and aunts allowed them to provide better lives and improved social economic status for their families.

During my personal experience as an international student and as a mentor of university students in Peru, the United States of America, New Zealand and South Africa, I identified several anecdotal views of the students on the role of the university. Firstly, as a student in Peru, from 1994, I have been involved in the Association of Peruvian University Evangelical Student Groups. Initially, I was a student leader and then a mentor alumnus of the university student group at the Pontifical Catholic University of Peru. This experience provided me with first-hand knowledge on the views of students on the roles of the university from different regions of Peru. For example, I perceived that for some students the university was a place to receive emotional support as well as to develop new knowledge and skills. I knew about students' economic constraints to pay for tuition, accommodation and food, regardless of whether they had part-time jobs and family support.

In 2012, I travelled to the United States of America to study English and to look for educational opportunities. As an international student, I experienced economic exclusion at a very well recognized American university that was run as an enterprise and which considered education as a commodity. At this Catholic funded private university in Pennsylvania, I was asked to acquire a loan for more than 40000 US dollars, just for the first-year of a master's degree program. In the process, I experienced first-hand students who viewed the university as a service provider and a university, which viewed students as clients that receive a degree to get a job to pay loans by studying at that university. I could not do this and returned home.

During my master's degree studies in New Zealand, from 2005 until 2007, I observed Maori students and students from the Pacific Islands, especially from Samoa and Tonga, experiencing economic struggles to afford university expenses. It was difficult for them to deal with their study expenses and even worse if they had children to support economically. I contrasted their situation with mine, where I enjoyed the benefits of having a full scholarship from the New Zealand Agency for International Development (NZAID). In New Zealand, I discussed with some postgraduate students their views on the roles of the university. This specific group of students highlighted that for them the university is a place to develop their academic knowledge, prepare them to serve their communities, enhance their personal development and their understanding of the world, rather than mainly to provide them with a degree. At that time, as an international master's student, I considered the role of the university to provide me with an international degree in a relevant subject and to develop a broad understanding of the social realities of the world.

In time, I travelled to South Africa in 2012 for five months and returned in 2015, as a Ph.D. student and as a lecturer at the University of Pretoria. At this university, I taught Spanish to first, second- and third-year students from different nationalities, races and economic classes. In this context, my general perception is that the views of the students on the roles of the university are predominantly to provide them with a better social position in society by means of a degree, which would allow them to obtain a good job, be economically independent and to expand their future opportunities. As a lecturer at the university, I have daily contact with students, and I perceived that they had more new views on the roles of the university than the traditional ones that the academic literature commonly discusses.

Finally, I am conducting this study as an insider as well as an outsider. I am a student in the Faculty of Education of the University of Pretoria, as well as a lecturer in the Faculty of Humanities. As a lecturer, I am an outsider and understand the university's academic and administrative culture, however, as a student I am an insider, wondering about the roles of universities.

1.5 Rationale and motivation for the study

I was motivated to conduct this study for personal, professional and academic reasons.

The first motivation to conduct this study is that I perceive that there are different and contradictory views on the roles of the university as stated by the university stakeholders. These may be very different, if not contradictory (Cheong & Ming, 1997). For example, according to Lategan (2009), there are three dominant views of the university in South Africa. They are the Ivory Tower idea where the university is understood as a self-governance institution with academic freedom at all costs. Additionally, the university is viewed as an institution that provides a new social role by fostering personal development for its students. Finally, the third one is the Napoleonic ideal of the university where the state primarily rules the university.

Other university stakeholders believe that the university has a role in shaping the character of the students (Karabel, 2005), to prepare students to be employed (Kerr, 2001; Mingat, 1998, cited in Tomasevski, 2003; World Bank, 2009), or to be useful for governments and industry (Smith & Webster, 1997a).

In academia, there is also no agreement about what the roles of the university are. However, there is a consent that the traditional roles of the university are teaching/learning and research (Calhoun, 2006; Le Grange, 2009). Hence, community engagement is not viewed as a traditional role of the university. Following Lategan, for the groups of opinion-makers so-called "traditionalists" (Lategan, 2009, 59), the roles of teaching/learning and research are ways for the university to do its community engagement role. On the other hand, the opinion-makers so-called "progressivists / pragmatists" (Lategan, 2009, 59) consider active community engagement as an additional role of the university beyond society's scientific needs.

One of the key university stakeholders are the students. They also have different and contradictory views on the role of the university. Some of their views on the roles of the university are: to provide a degree to acquire a better job and develop a future career (Lamanauskas, Augiene & Makarskaite-Petkeviciene, 2012; Tinto, 2017); to lead social transformation that fights for the eradication of race and economic exclusion in all its

forms, whether it directly affects them or not (Kelley, 2016); to provide free university education, greater government involvement and investment in the public education system (Amnesty International, 2012); or to be socially and locally accountable to their communities (Bellei, Cabalin & Orellana, 2014). These divergent views create in me both uncertainty and curiosity about what the specific views of the student teachers of the University of Pretoria on the role of the university are.

The second motivation to conduct this study is that there is a need to hear the views of the university students, especially student teachers, on their views on the roles of the university. This motivation comes from my educational background. The voice of the students is not necessarily considered as being equal to the formal voice of the authorities from the same university, corporations or associations related to the university (Tinto, 2017). In the world, the student teachers have been studied by the academia considering different themes, for example: their development of critical thinking and democratic values (Uluçınar & Aypay, 2018); about race and ethnicity (Brown, 2018; Dunne, Kay, Boyle, Obadan & Lander, 2018); resistance or emotions to teacher education pedagogies' (Bronkhorst, Koster, Meijer, Woldman & Vermunt, 2014; Räihä, Moilanen, Dobozy & Saukkonen, 2018); analysis of their performance as pre-service teachers in terms of their educational skills and knowledge (Abrar, Mukminin, Habibi, Asyrafi, Makmur & Marzulina, 2018; Ikhsan, Kurnianto, Apriyanto & Nurdin, 2018; Leeferink, Koopman, Beijaard & Schellings, 2019; Muñiz-Rodríguez, Alonso, Rodríguez-Muñiz & Valcke, 2017; Ruys, Van Keer & Aelterman, 2012); perceptions, reflections on teachers and students' satisfaction (Fajet *et al.*, 2005; Fellner & Kwah, 2018; İhtiyaroğlu, 2018) or in their own experiences (Abraham & Von Brömssen, 2018; Minot, 2008), among others themes.

In the case of South Africa, there are studies that have examined the views of student teachers about the current state of school education (Matoti, 2010); their experiences of teaching practice (Kiggundu & Nayimuli, 2009; Matoti & Odora, 2013); their views on educational tools or methodologies (Van Wyk, 2017); their perceptions of their university education in South African universities (Gravett, Henning & Eiselen, 2011); on how well the University of South Africa prepares its students for the teaching profession (Mokoena, 2012) among other studies. Hence, the student teachers' views have been studied but no or little on views on the roles of the university.

Nevertheless, there are numerous studies related to the views of the university students in general, on the role of the university, but not on the views of student teachers. I found abundant literature on the views, perceptions or demands of university students on the roles of the university. Nevertheless, I found it challenging to locate studies related to the specific views of the student teachers on the role of the university. Even more, to find an academic study or discussion on the views of student teachers of a South African university on the roles of the university proved problematic. There seems to be a positive lack of studies on this specific topic. Hence, the views of the student teachers on the role of the university are not academically heard, as they should be.

In this regard, I would like, by means of my thesis, to present research on the views of student teachers on the role of the university in South Africa. This country has a huge population of young people, many of whom are student teachers who in future will have key influential positions working with the younger generations of this country. Similarly, South Africa is a reference country to other countries in Africa and the university has a key continental role in its current national transitional social process.

The third motivation to conduct this study is that this study is an opportunity to obtain a perspective on the views of the student teachers on the role of the university from a foreign observer who is both an insider and outsider. According to Trow (2006), an outsider could provide a new lens to a familiar topic. In this regard, an advantage of me conducting this study is the possibility of a foreign observer to stand outside the context, and to raise questions about what those in the context ordinarily take for granted. In this regard, I believe that as a Peruvian Ph.D. student at the University of Pretoria, I can provide a new, rich and fresh perspective into the academic discussions on the views of the student teachers on the role of the university.

The fourth motivation to conduct this study is that there is a need to use innovative research methods to attempt to understand the views on the roles of the university. There are some studies that analysed the general views of university students about the university, for example as a part of protests. These studies used only traditional qualitative methods such as personal interviews and focus groups (Runciman, Alexander, Rampedi, Moloto, Maruping, Khumalo & Sibanda, 2016; Steyn, 2015). However, I wonder how

pertinent the traditional procedure of questions and answers can be in truly capturing the views of the students. I wanted to recognize to what extent the views of the student teachers can be expressed when using arts-informed methods such as drawings and photovoice (photographs) combined with in-depth semi-structured individual interviews and field-notes from observations. I believe that arts-informed methods can richly enhance the expression of the views of my participants by allowing the simultaneous and self-reflexive expression of their individual's subjectivities (views, knowledge, perceptions, memory, skills or attitudes) and the objectivity of the drawings created or photographs taken by the participant (which is the representational verisimilitude or visual correspondence to a perceived experience on the drawing or photograph *per se*) (Cannon, 2012). This study used arts-informed methods rather than arts-based methods to propose answers to the research questions posed.

Finally, the last motivation to conduct this study is that the results of this study could hopefully positively influence student satisfaction, student retention and student loyalty, into the re-engineering and accountability of the University of Pretoria, and in the university as an institution in general. This is important since the university is increasingly recognizing in the literature revised as a service provider, placing great emphasis on satisfying the views and requests of students (Cheong & Ming, 1997).

Hearing the views of the students is important because it increases student satisfaction, which could have a positive effect on student motivation, student retention, recruiting works and fundraising (Elliott & Shin, 2002). In this context, student satisfaction is described as a perception of enjoyment and accomplishment in a learning situation (Sweeney & Ingram, 2001), and as a short-term reaction resulting from the evaluation of a student experience with the education service obtained. Also, universities can best interest and hold quality students through recognizing and meeting students' desires. Recruiting quality students could, in turn, increase university prestige and funds available for the university. Hearing the views of the students could also impact on student success. Aldridge and Rowley (1998) outlined the fact that by listening to students' views, universities can reduce levels of dissonance, disaffirmation from being effective members of the educational community and withdrawal or educational failure. Hence, an increased satisfaction level influences the students' success, whereas a low satisfaction level leads to failure. To this end, it is crucial for universities to recognize and support what is

important to students (Elliott & Shin, 2002), such as what are the views of the student teachers on the roles of the university?

In the view of DeShields (2005), universities which focus on recognizing and supporting students' views, increase their retention. Student retention is recognized as the process that leads students to continue within the university program and institution in which they enrol and earn a degree (Borgen & Borgen, 2016). Student retention has, of late, become a main policy concern as part of the higher education sector (Tinto, 2017).

Student retention is also seen as a form of quality. The perception of the quality of a university is perceived to be higher if more students from that institution finish their studies (Hovdhaugen & Aamodt, 2009). In this regard, increasing student retention in higher education is alleged as a key aspect to the effectiveness of the educational systems (Elliott & Shin, 2002). Consequently, cost-effectiveness of higher education has become an important policy distress since it is related to whether the public funding allocated in higher education is used competently (Hovdhaugen & Aamodt, 2009). The costs to the public purse of non-completion are high, hence, the more time-efficient students graduate, less money will be allocated on teaching and scholarships (Yorke, 1998). In this regard, considering the challenges of increasing student retention, universities are currently facing various challenges, such as decreasing enrolments and a public requesting accountability of taxes (Elliott & Shin, 2002).

In the case of South Africa, according to Matsolo and others (2018), low enrolment levels and high drop-out rates are some of the challenges of the South African higher education system. By 2001, the *National Plan for Higher Education* (NPHE) stated that the country's graduation rate was approximately 15%, one of the stunted in the world. Matsolo highlighted his concerns considering the high number of first-year students registered at higher education institutions. In view of this environment, universities must know and listen to the views of their students and discuss their views on the role of the university to be able to reflect on student expectations. This process is necessary since part of the survival of the universities rests on keeping a high number of enrolments. To achieve this purpose, apart from policy reasons, to attain the satisfaction of students and their loyalty is needed.

With reference to student loyalty, it is becoming one of the main objectives of universities (Navarro, Iglesias & Torres, 2005). In this regard, Hennig-Thurau (2001) analysed the advantages that loyalty brings to universities which includes: the retention of students along with the attraction of other means such as economic resources; a loyal student positively influences teaching quality through dynamic participation and engaged behaviour; and after completing their studies, students can contribute to continue a relationship with the institution through donations, through positive interpersonal communication and through cooperation, such as offering internships to students, co-operating in research, among other aspects. However, student satisfaction is a pre-requisite for student loyalty. In this regard, universities can build trust by hearing the views of the students, treating students in a stable and equitable approach, meeting students' expectations, and handling student complaints in a considerate manner (Elliott & Healy, 2001).

Lastly, hearing the views of the students contributes to the re-engineering and accountability of the university. Considering student satisfaction allows universities to re-engineer themselves and to consider the student needs, but also allows students to develop an approach for continuously monitoring how effectively the university meets or exceeds students' views and needs (Elliott & Shin, 2002).

Although hearing the views of the students is important, I also understand that it is challenging to satisfy all their expectations. The expectations of different constituencies as part of the university may be very different, if not contradictory. Hence, I recognize that it is challenging for a university to comply with all the expectations and listen to all the views or wishes at the same time. Therefore, it is not unusual that the education quality in a university is more willing to hear the perceptions of some stakeholders but not others, or that some aspects of a university may be of high value but other aspects may be of low value (Cheong & Ming, 1997). However, I believe that this study is necessary and important since knowing and listening to the views of the student teachers on the roles of the university affect the core aspect of the university: the relationship between the university and its students.

1.6 Focus of the study

The focus of this study is the views of student teachers of the University of Pretoria on the roles of the university in general, as an institution, and the causes that explain these views.

1.7 Purpose of the study

The purpose of this study is to investigate what the views of student teachers of the University of Pretoria are on the role of the university; and to analyse how these views emerged.

1.8 Research questions

The following key questions were conveyed to define the problem more comprehensibly:

- What are the views of student teachers of the University of Pretoria on the roles of the university?
- How and why did these views emerge?

1.9 Introductory overview of the theoretical framework

The social philosophy of higher education of Ronald Barnett is the theoretical framework of this study (Barnett, 2011; Barnett, 2013; Barnett, 2016; Barnett, 2018) as part of his analysis of the post-modern university. A key concept cluster related to this theoretical framework is supercomplexity (Barnett, 2000a), which describes the current multiple frameworks that affect the condition of universities causing uncertainties and challenges (Bengtsen, 2018); another important concept is the ecological university, which is a proposal of Barnett for a type of university that has a care towards the whole world and does what it can to be a good for the world (Barnett, 2011), and in so doing fulfilling its civic role (Barnett, 2000a).

There are two main assumptions of this theoretical framework, namely, it is possible to imagine the higher education future; and secondly, that there is a need to move from a social theory of higher education which is focused on knowledge and epistemology, to a

social philosophy of higher education which is focused on being and ontology (Barnett, 2015).

Barnett (2017), with reference to the dimensions of freedom, value, and action explores the meaning and purpose of the university. According to him, the current discussion about the role of the university seems to assume that universities are not free and have lost their autonomy. In this context, the understanding of knowledge is essential as the identity of the university lies on its understanding of knowledge and how the university produces, manages, and spreads knowledge. Similarly, the notions of value and action are equally important. In this regard, it is legitimate to inquire: "What forms of value might the university sustain or exemplify in the future? To what extent is the university able to cast such value in terms other than capital and profit? And what forms of institutional and pedagogical action do such forms of value imply?" (Bengtsen & Barnett, 2017, 1).

With reference to the above, this study is aligned to the constructive endeavour as part of the discussion of the role of the university rather than taking a mere critical position. This study falls under the academic inquiring about re-imagining the university (Baofu, 2011; Hargreaves & Lo, 2000; MacBeath, 2012), the idea of an ecology university (Barnett, 2013) and the advocacy of liberal education at universities (Hussey & Smith, 2010).

Considering the above, further studies need to be carried out in order to re-imagine the idea of the university considering the views of students about the roles of the university. In an analysis of the ideas of university, Barnett (2013) stated that regardless of the contemporary views on the roles of the university, the terrain is dominated by the idea of the entrepreneurial university; however, it does not mean the end-point in its evolution. However, there is a need to pass beyond it. Based on this, Barnett proposes that the university should be re-imagined and new roles in line with an ecological university should be considered. For Barnett, the imagining university has the capacity to continually re-imagine itself and confront the challenges related to that. This view of the university is distinguished as an imaginative or a creative university. The proposal of Barnett is an ecological university-for-the-other which implies a care and a will to do what it can to help to improve the wellbeing of the many ecologies with which the university is intertwined (persons, institutions, economic and physical world) in ethically

justifiable ways. This ecological view on the roles of the university contributes to the interest of the world, promoting the world sustainability.

Universities are never simply in a state of being; there are always in a state of becoming (Barnett, 2013). The university is always a becoming-university that promotes a liberal education as an ideal approach to higher education (Axelrod, 2002; Palfreyman, 2008). Hussey and Smith (2010) draw our attention to the fact that that liberal education is higher education at its peak as it is an attempt to develop values such as: a tenderness of truth and critical enquiry; a value of learning and scholarship; an engagement to accuracy, tolerance, justice and honesty in intellectual aspects; a value of judgements build on evidence and sound argument, and an eagerness for intellectual freedom. Liberal education sets out to enhance skills and autonomy in learning, enquiry, imagination, questioning, reasoning, and expression -both written and spoken- that have general implementation rather than being applied to a confined, or utilitarian purpose. Its primary focuses are on the critical evaluation of the content and not just the content itself. This type of education benefits the person through their life, and the society from which he or she is settle in. The degree that the liberal ideal is achieved is a mark of quality for individuals and institutions.

The theoretical framework of this study relates to the philosophical stand on which the study takes place and relates the theoretical aspect and practical components of the research project. The purpose of my theoretical framework is to help me examine theories used and to make my research findings significant. In chapter 3 I discuss the theoretical framework in detail.

1.10   Research methodology

This study is a qualitative research following a case studies design. I am using arts-informed methods such as drawings and photovoice (photographs) complemented by in-depth individual semi-structured interviews and field-notes from observations. I developed two stages of the data construction process which was conducted between May to October 2017. I call them 'construction methods' rather than 'data collection methods'. I wanted to promote interaction and collaboration between myself and the student

teachers since I believe that reality is subjective and relativist, based on my social constructivist paradigm. The methods used and their details are described as follows:

Stage 1:

In this stage, in-depth individual semi-structured interviews and drawings were applied in order to construct the data. The in-depth individual interviews conducted with each participant were audio recorded. Each participant answered a short biographical questionnaire in order to obtain a brief biography and a personal profile. This questionnaire included questions relating to gender, race, year of study, whether they are the first, second or third generation in their family to attend a university, and about the reasons why they want to be part of this study. Each participant was asked to draw on paper their views on the role of the university to facilitate a clearer expression of their ideas. Also, field-notes from observations were done during this stage one. The information provided and key aspects of participants' behaviour and body language were noted.

Stage 2:

In this stage, in-depth individual semi-structured interviews using the photographs (photovoice) were applied as data construction methods. This study used photovoice as part of a collaborative research process and for elicitation. Photovoice is a method where participants take photographs to elicit responses or capture images that express local understandings of particular phenomena as part of a research process (Prosser and Burke, 2008). By using photovoice, this study seeks to promote a collaborative research process between the participants and the researcher. In this way, this study seeks to foster research as a creative, engaging and empowering enterprise with much potential for enacting change. Regardless of the huge potential of these methods, I decided to keep the focus of my study mainly to understand the views of student teachers and the causes that explain these views.

This study had a change in its research sample process. I started to apply purposive sampling based on the University of Pretoria June 2017 census of the student teachers (University of Pretoria, 2017), as approved by the Ethical committee of my Faculty. However, it did not work, and I chose convenient sampling. The total number of participants of this study was five. All of them completed the two stages of the research

process. This study used ATLAS.ti 8™ software and in general the following data analysis techniques: member reflections, reflecting with supervisor, denotation and connotation of drawings and photovoice analysis techniques. The research methodology, analysis processes of the data and findings of each research question will be explained in detail in chapter 4.

1.11 Outline of chapters

This study has the following structure:

Figure 1.1: Outline of chapters

OUTLINE OF STUDY		
CHAPTER 1 OVERVIEW AND INTRODUCTION OF THE STUDY	→	*An overall framework of the study*
CHAPTER 2 LITERATURE REVIEW	→	*Explained using academic resources on the research topic*
CHAPTER 3 THEORETICAL FRAMEWORK	→	*A literature review predominantly focusing on the theoretical literature*
CHAPTER 4 RESEARCH METHODOLOGY	→	*Focuses on the research methodology of the study, approached through a qualitative stance*
CHAPTER 5 and 6 PRESENTATION OF FINDINGS	→	*Analysis of drawings and photovoice considering the two research questions*
CHAPTER 7 ANALYSIS and DISCUSSION	→	*Analysis and discussion of findings considering the literature and theoretical framework*
CHAPTER 8 CONCLUSIONS	→	*Recapitulation of my study*

1.12 Conclusion

In this chapter, I gave an overview of the study. I introduced the chapter and gave the background and contextualization of the study from the origin of the university, its historical development, and a discussion of what the roles of the university are, the views of the students about these roles and the causes that explained these views. The background and contextualization contribute to define the research problem; thereafter I continued to explain my researcher identity and the rationale and motivation for this study. The rationale and motivation consequently set the scene for the purpose and focus of the study. Once the focus was comprehensible, I stated my two research questions. I subsequently provided an introductory overview of my preferable theoretical framework, research methodology after which I presented an outline of the chapter of this study. The next chapter will develop the literature related to my topic, which is the views of student teachers on the role of the university and the causes that explain these views.

CHAPTER 2 LITERATURE REVIEW

2.1 Introduction

The background to the study as stated in chapter 1, discloses the focus of the study, namely determining the views of the student teachers of the University of Pretoria on the roles of the university and how and why these views emerged. Chapter 2 provides a literature review in this regard. In this chapter, I discuss what a literature review is, the purpose of a literature review and how the literature review was conducted. Thereafter, my literature review is presented according to the following two main themes: the nature and the roles of the university, and the views of the university students, as well as the student teachers, on the roles of the university. The reason for choosing these themes is discussed in the following section. Finally, the chapter discusses the niche or gap related to my study and presents a conclusion.

2.2 Conducting and presenting a literature review

A literature review is a piece of writing that conveys an organization and assessment of what accredited scholars and researchers have written on a topic (Taylor, 2008). There is consensus that the literature review provides a framework of the existing knowledge. According to Bryman, Bell and Harley (2019), every research project presents a review of salient ideas and relevant debates concerning a chosen area of interest. In this sense, the general purpose of my literature review is to identify and organise concepts, to review prevalence or absence of resources; and to identify gaps in knowledge which justifies the necessity for the study (Bui, 2009). I also use my literature review as a way of developing an argument for the significance of my research and to locate it within a specified area of research (Bryman *et al.*, 2019).

Conducting a literature review on a topic has specific purposes. A literature review is necessary to be involved in scholarly debate based on the enlightenment of other published works (Bryman *et al.*, 2019), so that the impact of a study can be evaluated (Aveyard, 2014). A literature review is also a means of affirming the credibility of a researcher, and who is knowledgeable in his/her chosen area (Bryman *et al.*, 2019).

A literature review should be a critical analysis of sources and more than just an inventory of references that are relevant to a research subject. A misconception of a literature review is that it is considered as a comprehensive and mainly historical/chronological summary of every research article that has been written about a particular topic which however, is not true (Bui, 2009). A critical review implies questioning assumptions, inquiring about claims, contrasting the finding of others research and assessing their conclusions (Bell & Waters, 2014). Moreover, my literature review attempts to be fair in its treatment of authors' arguments and subjecting them to reasoning before criticising them. I attempt to follow a practice of being critical, yet constructive (Plate, 1993, cited by Bryman, 2019, 92).

This study addresses a narrative review of the literature rather than a systematic one, considering its social constructivist paradigm. A literature review from an interpretative epistemology seeks to understand and provide a way of gaining an initial impression of an specific subject (Bryman *et al.*, 2019). In this regard, a narrative review of the literature tends to be less focused, less explicit and rigid in relation to the criteria for exclusion or inclusion of studies. A narrative review is more wide-ranging in scope than a systematic review. Following Bryman, Bell and Harley (2019), academic references in qualitative research, and the premises behind the difference between a narrative and a systematic review are the approaches to the relationship between theory and research. An interpretative study finds it difficult to establish all the key theoretical and conceptual terms related to an area of study before the data construction process, since theory should be the conclusion of the study, rather than the basis for it. In this regard, interpretative researchers tend to change their approach of literature as a consequence of the analysis of the data constructed. These interpretative researchers require greater flexibility to modify previously set boundaries as they proceed. This explains why a narrative review may be more convenient for qualitative or inductive researchers, considering their interpretative epistemology. In the following section, I will explain the procedures and the criteria I used in conducting a narrative review of the literature.

I conducted my literature review applying some search strategies in relevant search engines and electronic databases such as EBSCOhost and ERIC ProQuest, following Yvonne Bui recommendations (2009). I set a limit on the dates of the articles used,

preferably articles not older than five to seven years unless they were seminal or classical sources (Mouton, 2001). A seminal article is one that is significant to the topic, in other words, a classic study that created a change in the field. Bell and Waters (2014) suggest limiting what has been published in the past five or ten years, and only look earlier when I need more information. Mouton (2001) concurs with this thought and suggests starting with the most recent sources, to do a retrospective reading of your research topic. I used this strategy and it was easier to reconstruct debates and to discover how later studies built on earlier studies. Finally, I searched the reference list of good articles, and followed up the writing production of authors who have written extensively on the focus of my study.

Any form of organization of the literature review should bear in mind the research questions (Bui, 2009). For this reason, formulating my research questions was a decisive step that directed my study. Without research questions, I would not have had guidance and would be in jeopardy with my research focus. Thus, I reflected on my own interests and experiences, inquired on a wider range before I ended up with the following two research questions which lead my literature review: what are the views of the student teachers of the University of Pretoria on the roles of the university; and how and why these views emerged. Whilst my research questions were crucial in guiding the review of the literature, my literature review helped me to inform my research.

As stated in the introduction of this chapter, it was decided to introduce my literature review according to themes. This thinking is supported by Mouton (2001) who states that the central themes or key constructs of the literature review are immediately evident from the research questions which facilitated a clearer understanding, classification and definition of the key themes of this study. Organizing the review of the literature according to themes is more prevalent in exploratory studies such as this, and it is the best means to build up an argument. Henning (2004), agrees with this thought and states that a thematically presented literature review is a way to trace and connect topics, concerns and gaps in the literature that possibly are not included in a chronological presentation of prior studies. Consequently, my literature review will be divided into the themes mentioned in the introduction, namely: the nature and the roles of the university; and the views of the students on the roles of the university. These themes, however, were further broken down into sub-themes which were selected after much reading. In the following

section, the literature review of this study is developed in context of the topic being investigated.

2.3 Literature on the nature and roles of the university

For the purposes of this study, it is important to consider the literature on the nature and roles of the university. The nature of the university in this sense refers to what the university is about and what it consists of, while the roles refer to the functions of the university, in other words, what the university stands for. Generally the nature and roles of the university are discussed simultaneously as one theme, but for the purposes of clarity, the nature of the university is discussed separately since this improves the organization of the literature and assists in comprehending its sub-themes which illuminate the views of student teachers on the roles of the university, the focal point of my study. The discussion of the roles of the university is also conducted in a thematic way. The two main themes are discussed by making use of other scholars' interpretations regarding the university.

2.3.1 The nature of the university

The university changed through time. This section describes the nature of the university from an historical perspective tracing its origin in the 11th century, during the higher Middle Ages and its development during the Renaissance of 15th and 16th century, the 17th century, the industrialization during the 19th century up to the present. I will focus on Europe since the European model of a university has been related from its origin to the Roman-Catholic Church, which is the oldest and most established institution in the Western World (Fotea & Guțu, 2016). Similarly, other forms of universities in the Western World have as a predominant reference, the European model. Even today in Africa, the universities are dominated by academic institutions organized according to the European model (Teferra & Altbach, 2004). In this historical journey of the university, I will highlight three aspects: the socio-political context of each time, the roles of the university in each context, and finally, the views of the students on the roles of the university. The purpose of this section is to shed light on the essence of what the university is about and what it consists of from an historical approach.

From relatively early ages, universities received some benefits. As educational institutions, and being corporations, the universities enjoyed legal autonomy, were self-regulatory in terms of the qualifications offered and received benefits for their members (Yang, 2013). However, despite their benefits, universities in the 13th and 14th century were subject to ecclesiastical influence, pressure and certain restrictions (Grant, 2006). Women were excluded from being teachers or students and mainly taught orally in scholastic Latin. Textbooks could only be afforded by a minority (Dunbabin, 1999).

Teaching and learning have always been the key roles of universities. New Latin translations of works on philosophy, natural science, medicine and moral science from Arabic and Greek, including many of Aristotle's books on natural philosophy and logic, and Roman law became available in Italy from the 10th century. This led to a revival of learning (Dunbabin, 1999; Grant, 2006). Teachers and students gathered at the European universities where these texts constituted the centre of the curricula (Yang, 2013).

Research was another role of the initial universities, even though it did not challenge the socio-political and religious context of the time. The medieval mind was not introspectively critical or individualised. Although research rejoiced in intellectual complexities and ramifications in poetry, art and theology, it refrained from questioning the social context. In other words, knowledge was considered as being external, not involving the student (Niblett, 1975). Though it was considered important to understand the truth, the way to come to it was not by questioning everything. Teachers and students explored the texts of the Bible, the Fathers, by means of logical Aristotelian deductions according to fixed rules and by careful comparisons of what commentators had said. As a result, the work of the universities fostered a stable society, in which change was slow. In the context of the time, political and religious authorities proclaimed edicts to protect the educational organisations under their jurisdictions, protecting the social *status quo* (Yang, 2013). It was not only the university capacity to confer degrees, which attracted prospective students, but also the experience to be taught and to learn were important interests that drew them to attend universities.

Students attended schools, corporations or universities to acquire education rather than a qualification (Niblett, 1975). The privileged students predominantly valued personal development (expressed in mastering the contents or the adherence to moral values) rather

than degree accreditation; though educational recognition was not disvalued at all. At the initial universities, students acquired a basic knowledge of logic and natural philosophy as part of their personal and academic education. After acquiring this knowledge, students studied the higher disciplines of theology, medicine and law (Grant, 2006). As mentioned, education received at universities allowed students to access better social positions in society. I consider it important to note that the early university students' interest in their personal development was linked to the nature of the university rather than merely obtaining an accredited degree.

During the early times of the university, the views of the students concerning the roles of those universities focussed on their capacity to make provision for teaching and learning. Education at universities was provided by an individual teacher or a group of teachers, as well as members from its community of learners (Dunbabin, 1999). Large numbers of teachers and students in Europe moved from one city to another to teach or to be taught. Important universities were Bologna, Paris (founded in 1150, later associated with the Sorbonne), Oxford (founded in 1167), Valencia (in Spain founded in 1208) and Cambridge (founded in 1209) (Yang, 2013). In this regard, Dunbabin (1999) states that the largest and richest towns in Europe such as Milan, Venice, Florence, Palermo, and Cordoba, among others, did not harbour universities because teachers and students could not afford accommodation and food prices. Students viewed the university as a place to interact with fellow members of the academic community. Universities provided great opportunities to interact with peers of the same age, interests and to experience foreign conditions. Universities provided a sense of community in terms of cohesion relating to class, teachers and members of a university as a whole.

The medieval university provided teaching of natural philosophy as the basis of four Faculties: Arts, Theology, Medicine and Law. The last three mentioned Faculties provided graduate level instruction for professional degrees (Dunbabin, 1999). However, before students were admitted to the Faculties, they had to have acquired a Bachelor of Arts degree (four years studies), as well as a Master of Arts degree (two years studies) to matriculate for a degree in one of the four higher Faculties. It was compulsory to study culture, logic and natural philosophy as part of their arts studies to enter the Faculties (Grant, 2006). Being a student at a Faculty, therefore, required a minimum of six years of study.

From the 11th and early 12th centuries, universities depended on the reputation of individual teachers (Dunbabin, 1999). Teachers and student relationships focussing on academic activity were an important emphasis. As alluded to, teachers conducted their research motivated by a love for knowledge in an independent elected field of study. Teachers imparted the research results to students who had decided to follow well-known researchers of universities, the official institutions of state or church (Yang, 2013).

During the Renaissance, the views of the students on the roles of the university were to further their personal development, to fulfil their need for knowledge, to confer degrees, to lead them in acquiring skills, and to advance their securing a position in society through the university's teaching / learning and research. There was a higher importance attached by universities toward the needs of society, however the church and civil authorities still retained some influence on the universities. Graduates from Italian universities with doctorates of law worked as lawyers, judges and administrators in civil and ecclesiastical chanceries. The Roman curia especially hired many law graduates. Italian graduates with medical degrees received consent to practice from local colleges established for physicians and entered private practice, or were employed as communal physicians by Italian town governments (Niblett, 1975). In contrast, in northern Europe at the German and English universities, many Bachelors of Arts stepped into the role as teachers at Latin schools (Grendler, 2004).

During the Renaissance, which included the Reformation, the northern universities (predominantly the English and German ones) developed differently from the southern ones in Europe (especially those of Italy). The differences between these two groups of universities were in their organization, disciplines and the level of instruction provided. The views of the students on the roles of the universities during the Renaissance were predominantly of teaching, learning and research. However, the universities during the Renaissance, unlike those in the Middle Ages, challenged the *status quo* of the society resulting from a humanist world view (Grendler, 2004). In the next section, attention will be focussed on the differences between the northern and southern European universities to recognize more aspects concerning the nature of the university.

The German universities led the northern higher educational institutions in Europe. They concentrated on teaching theology to graduates and arts (that included humanities, logic and philosophy) to undergraduate students. Theology was the most important graduate Faculty whilst the less important ones were law and medicine (Grendler, 2004). Northern universities were highly structured and organized. They had a hierarchy of senates, rectors, deans, permanent professors and Masters of Arts who led the curricula and teaching. Most of these northern European universities were affiliated with religious orders. These universities worked as close communities of teachers and students that spoke and acted as bodies (Grendler, 2004), resulting in, German, Dutch, Swiss and English universities introducing changes into religion curricula which affected society by introducing and sustaining the Protestant Reformation.

On the other hand, southern European universities, such as the Italian ones, predominantly taught law and medicine to graduate students (Grendler, 2004). The bachelor's degree receded in Italian universities by about the 15th century. Italian universities were not strong in teaching theology or arts. They, in contrast to the northern universities, had a loose organization. No dean, Senate or rector had power over curricula (Grendler, 2004). Almost all professors at Italian universities were senior in age, held doctorates and were only subjected to minor supervision of their duties. No Italian university had institutional links with religious orders and Italian princes and city councils exercised weak control over universities since these educational institutions were located beyond the capital cities (Grendler, 2004). Italian universities were not cohesive academic communities. According to Grendler (2004), individual star teachers had almost complete autonomy in following broad curricular prescriptions and focussed on writing and publishing to build up their reputations in their particular fields. Their autonomy, free from political influences, as well as their loose organisation made it possible for teachers to produce innovative research and improve the quality of teaching in law, medicine, philosophy and the humanities.

In the Catholic world, new religious orders funded boarding schools in Italy, Spain, France and central Europe. That was the case of the Jesuits, the Barnabites, Somaschans and Piarists and the Doctrinaires (Grendler, 2004). These boarding schools were usually located in larger towns, often ones that had previously hosted universities and were quite expensive. Many members of religious orders who taught in these boarding schools were

outstanding scholars who published prolifically in theology, biblical studies, philosophy, physical science and mathematics. Their scholarly achievements often equalled or surpassed those of university scholars. Hence, these boarding schools constituted serious competition for the universities in the Catholic world.

Parents perceived the Jesuit or Barnabite boarding schools' institutions offered a suitable setting for learning than universities. Religious order boarding schools provided a physically safe, religiously disciplined and firm structured education, in contrast to the violence, reckless and generally organized curriculum of some universities during the 17th century (Grendler, 2004). This context sheds some light on the views of the students on the role of the university as a provider of a safe environment to study even from the early 17th century.

Also, in the Protestant world, academies appeared to compete with universities. Academies hired university-level teachers, offered instruction in arts and theology, and lured students from universities. Academies offered reliable instruction and had significant intellectual and religious influence (Grendler, 2004). The most important academy was in Geneva, which began teaching in June 1559.

The views of the students on the roles of the boarding schools and academies were different from meeting the need to acquire a degree. From 1561, all boarding schools of the Society of Jesus had the jurisdiction to provide degrees, including the doctorate, in theology and philosophy (Grendler, 2004). In the case, of the Protestant academies soon after 1648 when the Holy Roman Empire recognized Calvinism, the boarding school institutions could grant degrees. The views of the students on the roles of these boarding schools were related to their quality of education and the social interaction opportunities that these new educational institutions offered. Quality education and social interaction opportunities, which were new features of the nature of the universities even from the Middle Ages, were sought by students at educational institutions different from the universities. Universities ended up being left behind in the educational practices during the end of the 17th century.

Universities, nevertheless, remained conservative institutions isolated from society even until the 19th century. The influence of religion continued to be strong; in general, the university curriculum was based on classics, mathematics, philosophy, theology, law, philosophy and medicine (Niblett, 1975). Europe was still predominantly agricultural and manually geared. Scientific studies were seldom conducted within universities since they did not have departments of natural sciences or technology. Nevertheless, some universities' graduates and undergraduates, especially from those endued in medicine did experiments.

It can be suggested that the nature of the university from its origin in the Middle Ages has been an academic educational organisation that fosters relationships and a sense of community cohesion between teachers and students, as well as among students. Universities, true to their very essence, have focussed on academic teaching and learning, but conducting research was a role that later emerged. From its origins, universities' intentions were the personal development (expressed in mastering the contents or the adherence to moral values) rather than mainly degree accreditation. In this regard, the views of the students from the origin of the university were related to an institution which provided quality education and social interaction in a safe environment to study. Degree accreditation was also an asset of the university and was used to acquire social recognition in complex societies. Initially, universities were self-focussed in their academic endeavours and conceived that their community engagement role was mainly undertaken by providing professionals to the society such as teachers, lawyers, judges, priests and doctors.

The university in its nature, seen in its context, has been an influencer and has been influenced. The university was not an isolated or autonomous educational organization. Initially, universities, as institutions, received some benefits such as the right of being self-regulated and benefits for their members. However, universities also dealt with the pressures of the Catholic Church or civil authorities, such as kings, princes, rulers and leaders of city governments, in a predominantly agricultural and manually geared society. Later, after the first half of the 19th century, universities changed by the impact of industrialisation, and turned to emphasise practicality, functionality and scientific objectivity related to industrial purposes. From then on, the nature of universities has consistently developed according to the community where they are located. That was the

case of the northern European universities (predominantly the English and German universities) and the southern ones in Europe (especially those in Italy) during the Renaissance and Reformation. However, it needs to be mentioned that debates concerning the nature of the university cannot be concluded and should continue around the world.

I recognized social political changes from the beginning of the 18th century that affected universities. In this regard, the North American and European model of a university, was more open, technical entrepreneurial in response to industrial demands and society, displayed the English model of university, which was more elitist, residential and isolated from the daily endeavours of society. This shift in the role of the university was done in response to the social demands over the university.

Historians, such as Grendler (2004) or Dunbabin (1999), who have tried to understand the nature of the university have reached various conclusions. Thus, even though I consider this historical approach as the most appropriate way to explain the nature of the university for the purposes of my study, I recognize that it is a fluid tool which cannot be fixed and that the nature of the university may well be explained in terms of different perspectives and accents. The next section goes beyond the conceptual understanding of the nature of the university from an historical approach and discusses the roles of the university.

2.3.2   The roles of the university

As discussed in section 2.3.1, being an academic educational organisation that fosters a sense of community and cohesion between teachers and students through teaching and learning is the essential and procedural foundations that guide and shape the university. The features of the university such as teaching and learning, personal development, degree accreditation, provision of professionals to the society as part of its community engagement role, and acting in relationship with its context were discussed above in section 2.3.1 and relate well with the discussion on the nature of the university from an historical approach. However, for this section, I will focus on an academic discussion on the roles of the university.

It can be concluded, from the previous historical compilation, that the university focuses on teaching and learning as part of an academic community of teachers and students. As such, I will discuss academically the roles of the university classified in terms of two sub-headings: traditional roles and contemporary roles. The reason why I chose to use the selected sub-headings is that they relate well with the thematic approach of this chapter as discussed in its introduction. The sub-headings were selected based on what I considered to be pertinent to my study. Furthermore, the sub-headings help to organise the literature so that it can be better understood whilst keeping in line with the focus of my study.

This study considers the concept of a 'role' as a 'function' of an institution, namely the university. According to Black (2009) and the *Pharos English Dictionary for South Africa* (2011), 'role' refers to a usual or customary function of a person or thing, in a particular social setting, influenced by its expectation of what is appropriate. Similarly, for the *Longman Dictionary of Contemporary English* (Mayor, 2009) 'role' refers to the way in which someone or something is engaged in an activity or situation and how much influence it has. In this regard, the *Oxford Thesaurus of English* (Waite, 2009) states some synonyms of 'roles' such as: function, capacity, position, job, post, task, duty, responsibility and contribution. Now, an academic discussion of the first sub-heading which is 'the traditional roles of the university' is attended to.

a. *Traditional roles of the university*

There is a like-mindedness that the traditional roles of the university are teaching/learning and research. However, it is still somewhat controversial if community engagement is considered as a traditional role of the university even though there is a position that affirms that the roles of teaching/learning and research are means for universities to conduct their community engagement role. Another position affirms that the community engagement role is a way for universities to contribute to their community which is different from the teaching/learning and research roles of universities. This discussion is related to the initial conception of the university during the Middle Ages that affirmed that the university's contribution to its community was mainly through delivering good professionals, and no other additional community development component.

In this regard, it should be noted that there is a discussion concerning the roles of the university conducted between the traditionalist and the progressivist positions. Following Lategan (2009), for the traditionalists, if a university is not engaged in the typical task of teaching/learning and research, then it cannot qualify as a university. According to the traditionalists, the typical roles of teaching/learning and research of the university are the ways of how the university does community engagement. Lategan (2009) clarifies that the finest community engagement a university can produce is to be active in its teaching/learning and research roles. He elaborates that there is no point for the university being all things to all people, which disables it from being a good university. In this regard, society requires universities that can illuminated, not universities that produce all kinds of activities except those in which the university should be involved in. Hence, from the traditionalist position the university directs its activities to change or support society mainly through teaching/learning and research.

Contrary to the traditionalist position, the progressivists consider active community engagement as an additional role of the university. Lategan (2009) explains that the relationship between university and society is not only described on the basis of society's scientific needs, but also by how universities engage with society to accomplish their mission of community development. For this reason, for the progressivists, community engagement is a different role of the university aimed at changing or supporting society, additional to teaching/learning and research. The roles of the university have been discussed in the academia in a way that traditional roles have been adapted, reinterpreted and combined with new roles. I will now discuss the traditional roles of the university that have remained over time and are related to the nature of the university as explained in the section 2.3.1. Three main aspects are discussed: (1) the teaching/learning role of the university; (2) the nuclear relationship among teachers and students; and (3) the promotion of personal and social development of the university members.

Firstly, teaching/learning has remained as a key role of the university. Lategan (2009) defines a university as an academic institution where research is conducted and teaching/learning is provided in an organised cadre of contact between lecturer and student. It is important to notice that in this definition there is no mention of the community engagement role of the university as previously related to the traditionalists'

position about the role of the university. In this regard, in the case of South Africa, cognisance should be taken of the Department of Higher Education and Training (DHET), through which the *White Paper for Post-School Education and Training* of 2013 constitutes the *National Development Plan of South Africa up to 2030*. The plan states that the university is part of the post-school sector and although it does not provide a definition of the term university, it outlines the following three main roles: (i) universities educate and provide people with high-level skills for the labour market; (ii) universities are the dominant producers of new knowledge, they assess and find new applications for existing knowledge, and they validate knowledge and values through their curricula; and (iii) universities provide opportunities for social mobility and strengthen social justice and democracy, thus helping to overcome the inequities inherited from the apartheid past (Republic of South Africa, 2013). The DHET also states three main roles of the university clearly in the *White Paper*: teaching/learning, research, and personal and social development. In the same sense, Ajayi (1996) mentions three university roles that have taken root widely in modern Africa: the acquisition, the transmission, and the application of knowledge. According to him, the university is accepted as being crucial in the development and progress of the continent.

The *Magna Charta Universitatum*, a document signed on September 18th, in 1988, by 388 rectors and heads of universities across Europe and beyond during, during the 900th anniversary of the University of Bologna -which is the first degree-providing university in the world- states that teaching/learning and researching are the main roles of the university. The *Magna Charta Universitatum* defines the university as:

> *… an autonomous institution at the heart of societies differently organized because of geography and historical heritage; it produces, examines, appraises and hands down culture by research and teaching. To meet the needs of the world around it, its research and teaching must be morally and intellectually independent of all political authority and intellectually independent of all political authority and economic power … (The University of Bologna, 1998, 2).*

From the above it is clear that teaching/learning and research have remained critical roles of the universities.

Furthermore, the contemporary nuclear relationship between teachers and students resembles that of academic university communities at the beginning of the 11th century. Calhoun (2006) highlights more the nature of the relationship of the university members. He states that universities are intellectual communities of students and scholars who enter into a process of inquiry and intellectual engagements with each other in ways which are not just about outputs, but also contain the intrinsic worthwhileness of the process and the associational life. This kind of intellectual sharing is a unique part of what it means to be a university and the reason why universities are effective providers of quality and creativity research. Without this kind of mutual engagement, universities would lose their significant lead in relation to other kinds of research organisations.

Additionally, universities continue to promote the personal and social development of their community members, namely teachers and students. In this regard, there are three dominant views concerning South African universities (Lategan, 2009) which were discussed in the section 1.5 of chapter 1. The second view about the new social role of South African universities is to foster personal and social development of its students, as previously stated in the *White Paper* (Republic of South Africa, 2013), relates to the motivation of students of the Middle Ages to attend universities (see section 2.3.1). I will now discuss academically new contemporary roles of the university that appeared mainly during the 20th century.

b. *Contemporary roles of the university*

Three main aspects related to the literature are reviewed in this section, namely: (1) the influence of labour market on universities; (2) the change in conceptions of students of modern universities; and (3) the managerial practices at universities. This last section was discussed in the section 1.2 in chapter 1.

The first aspect that needs to be highlighted is that universities face pressure to tailor education and training to respond to the needs of the labour market. At the beginning of the twentieth century, higher education was predominantly about character formation (Karabel, 2005). Consequently, there was a rejection of education for work within higher education before World War II (Trow, 2007). However, after World War II, education

for employment has become the main role of universities which partook in the direction towards social evolution (Kerr 2001). Universities became institutions dedicated to the pursuit of knowledge, the solution of problems, the critical appreciation of achievement and the training of people at high level. Similarly, no longer were individuals respected to merely master a subject (Kerr 2001) since a high emphasis on specialization had started. This change in the function of higher education is closely linked to changes towards specialised mixing of vocations. It was the beginning of the new knowledge society where massed manual jobs have been disappearing since modern society demanded a new kind of citizen (Wolf, 2002). Since the skill level needed to perform most jobs had increased, the new knowledge economy has emerged. In this sense, it is argued that universities enhance the new knowledge economy by producing relevant knowledge through educating knowable workers and facilitating conversion of knowledge into innovation (World Bank, 2009). Labour markets progressively re-imagine universities as institutions where knowledge and innovation are central (Molla & Cuthbert, 2018).

In contrast to the traditional roles of the university, such as teaching/learning, research and community engagement, other views on the roles of the university emerged during the 20th century. For example, the university was understood as a producer of qualified persons according to the economic demands (Mingat, 1998, cited in Tomasevski, 2003). In this sense, Samoff (1999) points out that there are strong pressures to ensure that education is an efficient investment, in terms of the Human Capital economic development perspective. Human Capital is commonly understood as the sum of economic attributes, such as knowledge, skills and competences (Tomasevski, 2003), held by the working-age population, in accordance with Neoliberalist views. Within this framework, the university is viewed as part of an efficient current investment that promotes education as a mechanical process which often comes at the expense of learning (Samoff, 1999).

In this new context, universities seem to have resigned to a pre-set agenda that is narrowly instrumental or passive. In so doing the university has reduced its role of usefulness to government and industry (Smith & Webster, 1997a). To strengthen its position in this new scenario, university authorities invested much in political lobbying and public relations. Some of the main emphases are to proclaim students' achievements in obtaining

employments; accentuate effectiveness in inculcating enterprise skills in its graduates and its success in its relationship with industry; and disseminate information concerning its contribution to the wealth-creating resources of the nation. There is a concern that universities are promoting a passive agenda in the sense that they do not challenge the practicality, functionality and scientific objectivity promoted by industry but that they rather, in general, tend to follow whilst receiving benefits for it.

The second aspect that needs attention is that the modern university has changed its traditional purposes and its conception of students as part of a marketization approach of education and its view that education is a commodity. Currently, there is a concern that universities treat their students as customers, and so students have begun to blame their teachers for their failures (Smith & Webster, 1997a). The traditional purpose of attending university, namely character building and personal and social development has changed, as well as the earlier conception of a student as an active member of an academic community. Currently, universities are recognized as service providers to customers. However, as Navarro, Iglesias and Torres (2005) affirm, since in the university environment the idea of customer is not well defined, an increased difficulty in managing universities from a marketing point of view is experienced. In terms of conception, it could be mentioned that while students are accepted as the main customers, other possible customers, like parents, employers, government and society, should also be considered (Owlia & Aspinwall, 1996).

The marketization context affects students by increased loans having to be made to access quality education and by an increasing drop-out level caused by being educated without educational gaps having been seriously considered. Currently students must choose their education based on cost or economic benefit rather than from a vocational perspective.

There are many incoherencies at universities to accommodate themselves according to the new profile of students. Hussey (2010), describes three of these. Firstly, the grant system has been substituted by work and debt. Students spend more time working than attending university. Many students drop-out of the process having been affected by a loss of time and students are separated from peers due to repetition of courses, which result in financial penalties. Secondly, education is seen as a commodity to be bought at the lowest price. In many cases, each module is selected based on its cost. Too often, the

outcome is an education that resembles a puzzle composed by pieces selected randomly from different boxes. Currently, student numbers and their diversity have increased. Today's students come from much more varied cultural and ethnic backgrounds and many have had very different educations than those of the middle-class and upper-class elite that previously dominated the university intake. The increase in the number of women and mature students has brought along tensions in the traditional system, which especially concern family commitments and childcare.

After having discussed these aspects of the new contemporary roles of the university, Bengtsen and Barnett (2017) present stimulating ideas on the future of the university. For them, 'the future' includes spatial, institutional, political, social, moral, epistemological, and ontological dimensions. I consider the thoughts of Bengtsen and Barnett as an attempt to conceive a more humanistic view of the university in line with the nature of the university described in the section 2.3.1. In this context, they ask: "… do we need a new futurology of the university? Are university futures really real, or are they projections of our present state concerns and challenges? And how does this matter in building new university futures? ..." (Bengtsen & Barnett, 2017, 2).

However, at the same time, Barnett (2013) affirms that contemporary ideas of the roles of the university have changed ideologically, spatially and ethically. Ideologically, universities currently pursue narrow interests, mainly geared towards money making (serving a national -and even a global- knowledge economy). Spatially, the university engages with its region, especially with industrial and business organisations in its environments (increasingly its students are also local); and ethically, the university focuses on its own interest rather than on an interest for community engagement as was the progressivist position on the roles of the university. As a result, Barnett (2013) affirms that the university will close departments such as chemistry, physics, modern languages or philosophy because they serve their own interests (usually financial) rather than public interest. There seems to be compelling reasons to argue that the idea of the nature of the university has undergone a drastic modification or even that it has disappeared.

To conclude this section about the roles of the university it is necessary to point out that there are many other roles of the university. There are, in fact, a wide variety of views on the roles of the university. However, for the purposes of my study, I concentrated on the

above themes as I considered their inclusion relevant for my study, which focusses on the views of the student teachers on the roles of the university and how and why these views emerged. In addition, since my discussion was guided by key concepts concerning the roles of the university in this section, I believe that the themes related well with the roles of the university that have remained over time and that they are related to the nature of the university as explained in the section 2.3, as well as the new contemporary roles of the university that appeared during the 20th century. Although the information presented certainly does not cover everything that speaks about the roles of the university, it is deemed the significant aspect for this study.

2.4 The views of students on the roles of the university

As an introduction to this section, three subsections are presented. The rationale for the academic category of student views under which views do students consider the roles of the university are located; a definition of 'the views of the student' or 'the student voice'; as well as three main reasons that explain why listening to the views of the students is important for the university.

As mentioned, the first subsection provides rationale for the academic category under which this study is located. The views of the students can be approached by means of different categories in the academia. My research topic relates to categories such as students' views (Panatsa & Malandrakis, 2018), student perception (Martin, Wang & Sadaf, 2018), student voice (Canning, 2017; Fielding, 2001; Grebennikov & Shah, 2013; Seale, 2016), students' perspective (Campos & Solano, 2017), student satisfaction (DeShields *et al.*, 2005; Hartman & Schmidt, 1995), student reasons (Balyer & Özcan, 2014), student movements (Bellei & Cabalin, 2013), student protests (Rhoads, 1998), students as partners (Bryson, 2016; Matthews, Dwyer, Russell & Enright, 2018), student activists (Cele, 2009), student unrest (Veeraraghavan & Samantaray, 1988), student engagement (Gourlay, 2017), student loyalty (Hennig-Thurau *et al.*, 2001) and student points of view (Lamanauskas *et al.*, 2012).

This study is aligned with the academic category of the student voice. I considered this category both conceptually broad and accurate to encapsulate the topic of my study, namely the views of student teachers at the University of Pretoria on the roles of the

university, which relates to how and why these views were established. The category of student voice condenses the previous student academic approaches most closely related to my studies such as student perspectives, demands, reasons and points of view of students.

In terms of the second subsection of this introduction, this study defines the concepts 'student view' or 'student voice'. These are conceived as any feedback or judgments provided by students in formal and/or informal settings concerning their university experience (Canning, 2017; Fielding, 2001; Seale, 2016). Canning (2017), states that student view is in fact plural (it implies students' views or voices) and mentions that some student views are not always listened to or articulated. 'Student view' includes everything relating to the feedback students give to universities, for example by means of formal and informal structures, staff-student partnerships, campaigning or protest.

In terms of the third subsection of this introduction, it should be mentioned that the university is increasingly realizing that it is a service provider and is placing ever more emphasis on meeting the views, expectations, and needs of students (Cheong & Ming, 1997). Hence, listening authentically and directly, without any filter obscuring the views of the students is important for three reasons: (1) it increases student satisfaction; (2) it increases student retention; and (3) it contributes to the re-engineering and accountability of the university.

Firstly, hearing the views of the students is important because it increases student satisfaction as explained in section 1.5 of chapter 1. Pescaru (2017) conducted a study on students' level of satisfaction towards the university environment of the Petroleum-Gas University of Ploiesti, Romania. Distributing a questionnaire-based survey to 112 participants from 3rd year undergraduates and 1st and 2nd year master's students, she collected students' views concerning their initial experiences and secondly, the students' feedback on the service provided by the university. Pescaru (2017) argues that assessing student satisfaction levels helps universities identify reasons for dissatisfaction, to provide improvements that can satisfy the needs and expectations of the students.

Hearing the views of the students impacts students' success. Aldridge and Rowley (1998) outline the fact that listening to the views of the students can reduce levels of dissonance, disaffirmation from being an effective member of the educational community, withdrawal, or educational failure. Whereas an increased satisfaction level influences the success of the students and a low satisfaction level leads to failure.

Secondly, even though during the last decade the enrolment gap between high-income students and low-income students is decreasing, the graduation rate is not. For example, among high-income students who entered higher education in the United States of America in the mid-1990s, 56% persist to earn a degree within six years after beginning their studies. Among the low-income students, this figure is only 26% (Tinto, 2010). Improving student retention among low-income students is essential to abolish class inequality (Vignoles & Powdthavee, 2009). Trimmer, Ward and Wondunna-Foley (2018) affirm that similar disadvantaged situations are shared by indigenous pre-service teachers.

Moreover, student retention is important because there has been a percentage decrease of students in the ages of 18 to 24 in Spain for example, who constitute the main group that is able to attend undergraduate university programs, on a full-time basis. Navarro, Iglesias and Torres (2005) describe the case of Spanish universities in the 1997/1998 academic year; 74% of the students who enrolled were between 18 to 24 years of age, 17% were between 25 to 39, and 9% were over 30 years of age. A few years later, in the 2002/2003 academic year, the 18 to 24 years old group represented 67%, 22% were between 25 to 30 years of age, and those over 30 years of age represented 11%. These numbers highlight the increment in so-called mature students with their own educational needs (Chevaillier, 2002).

Similarly, there is a reduction in the number of the traditional undergraduate students' market of Spanish universities caused by a declining birth rate. In 1978, there were 636,892 births in Spain versus 397,632 in 2000, thereby providing an indication of a great reduction in the future university population. Thus the 18 year old population (possible new students) has gone from 663,375 in 1978 to 571,018 in 1998, and the estimate was 401,425 for 2008 (Navarro *et al.*, 2005).

In the case of South Africa, considering Matsolo, Ningpuanyeh and Susuman (2018), low enrolment levels and high drop-out rates are some of the difficulties of South African higher education institutions. By 2001, the *National Plan for Higher Education* (NPHE) stated that the country's graduation rate was approximately 15%, one of the lowest in the world. Matsolo highlights his concern considering the huge number of first-year students enrolled at higher education institutions. In view of this environment, universities must know and listen to new students and determine their views on the roles of the university to be able to understand student expectations. This process is necessary since among other factors, part of the survival of the universities depends on preserving a high number of enrolments. To achieve this objective, apart from policy reasons, it is necessary to achieve the satisfaction of students and their loyalty.

In the next section a discussion of the views of university students on the roles of the university, and specific views of the student teachers, on the same topic, is provided. In both cases, reference to students' positive and negative views on the roles of the university is given.

2.4.1 The views of the university students

The university students as per the literature have positive and negative views on the roles of the university. In the following section, a discussion about these two aspects is provided.

a. Students' positive views

A thematic approach was adopted, since a review of literature revealed key themes that centre on the roles of the university being viewed in a positive light. Some key themes that are discussed in this section relate to: obtaining a degree to acquire a better job since universities enable them to learn new knowledge and skills; developing a future career; acquiring a practical or academic education; and experiencing social interactions that the university provides.

A study at two Lithuanian Universities of Education found that students positively judge university studies in terms of enabling them to develop a future career and thus perceived the relevance of a university education. The study of Lamanauskas, Augiene and Makarskaite-Petkeviciene (2012), on 544 bachelor degree students, conducted in January-February 2012 at the Siauliai University and the Lithuanian University of Educational Sciences revealed these views. An interesting aspect is that the process of selecting a university was not related to high prestige. Rather pragmatic-practical aspects were considered extremely important. Choices were determined by university activities and career opportunities. Students did not think universities displayed leadership skills and prepared the best employees. A large proportion of the participants accepted that receiving a diploma is the most important reason for studies at a university (Lamanauskas *et al.*, 2012). These ideas are supported by Tinto (2017), in his studies on student retention. He too states that students' interest is to complete a degree, often regardless of the institution that offers the qualification.

Students need a degree from a university to acquire a better social position, especially by means of a better job. Similarly, students believe that universities should provide them a practical, functional and scientific education to interact in a society that respects those values. The research role at universities is mainly orientated toward technological purposes rather than a better social understanding and critique of a predominantly technological driven system.

b. Students' negative views

Based on the literature and research discussed previously in the chapter (see sub-sections of 2.3.2) there is general consensus that there are numerous virtues to be obtained from studying at a university. However, not all students agree with the notion that the university currently performs a fair role in the society. This is because, amongst other causes, students enter the university with little or no economic and educational support. This is since university education is generally considered as a commodity with students as customers as part of a marketization process.

The above scenario is relevant in the sense that it contributes to understand why many students view the roles of the university in a negative way. These are also causes that explain the views of students on the roles of the university in a negative light. As per a thematic approach the following themes have been identified and discussed by students: (1) university reinforces racial and economic exclusion; (2) universities should be free for non-privileged students; (3) universities should lead the social transformation and not be indifferent or compromised by marketization values; (4) universities must have a high government involvement as part of their public education investment; (5) universities should not be private and profit generation; (6) universities should be accountable to their university community; (7) in its policy arrangements, universities should involve students and consider their social and cultural aspects; and (8) universities should favour equality and promote economic accessibility to students. Some of these themes will be discussed.

One theme deals with the notion that students view the university as an institution that reinforces racial and economic exclusion. Kelley (2016) describes a demand for equality and equity, principally economic, in terms of access to university based on a study of black student demands in the uprising at Ferguson, Columbia, United States of America, from the University of Missouri in 2015. The student demands were: (i) that the numbers of black students and Faculty reflect the national proportion of black people in the country and do not over represent the whites; (ii) that tuition must be free for blacks and indigenous students; and (iii) that universities must invest in communities. The demand was articulated that the universities be the leading edge in a socially revolutionary fight, in other words, they should be engines of social transformation. The students understood the university being a site of contestation, a place of refuge, and a space for collective work. The students demanded that the university should remake the world; it should reflect on crisis; and it should fight for the abolition of oppression in all its forms, whether it directly affects the university or not.

The university is viewed as an institution where the government should be highly involved. That was the views of the students of South America who partook in the Chilean Winter. The Chilean Winter of 2011, was the strongest university and high school students' movement in more than 20 years in Chile (Bellei & Cabalin, 2013). This student movement shocked the government's democratic administration by its widespread involvement of many Chilean universities, including the University of

Chile and the Pontifical Catholic University of Chile (Barrionuevo, 2011). Students demanded free university education, greater government involvement and investment in the public education system (Amnesty International, 2012). Students also protested against private and profit-generating universities, as well as the disparities in the standard of education received by rich and poor students (Bellei & Cabalin, 2013; Routledge, 2012). According to Bellei, Cabalin and Orellana (2014) the students perceived that the university had a role to be socially and locally accountable to their communities. This view of the students was contrary to the predominant view of the university as an independent and private enterprise and criticised the Ivory Tower conception of the university.

Bellei and Cabalin (2013) analysed two Chilean student movements: the 2006 secondary students' 'Penguin Revolution' and, the 2011 university students' movement, the 'Chilean Winter'. Bellei and Cabalin's research states three key issues accentuated by the students that are directly related to the roles of the university in that society: (i) the student movement rejected the problem-solving approach (diagnostic-design-implementation-evaluation cycle) that characterises the bureaucratic and technocratic approach to educational policy makers. Their demand was to involve students to participate in defining new educational problems and to discuss their policy implications; (ii) the public policies should not continue to be technical activities mainly engaged by professional experts excluding the students. Policy makers, especially in educational matters, need to consider social and cultural aspects to design and evaluate policies by introducing participatory processes into the policy cycle; and, (iii) despite the globalized educational policy field promoted by supranational organizations, such as the World Bank, other regional banks, the International Monetary Fund, UNESCO, and the Organisation for Economic Co-operation and Development, and support by the national government, universities are still socially and locally accountable to the university community.

In the case of South Africa, in the middle of October 2015, South African university students organized the #Fees Must Fall student protest that strongly captured the attention of university and government organisations (Abdullahi, 2015). #Fees Must Fall was a student led protest in response to a fee increase at South African universities. There was a consensus that the #Fees Must Fall protest might undoubtedly be the result

of a profound South African societal youth frustration, which is deeply rooted in economic inequalities (Abdullahi, 2015; Commey, 2015; Europa Publications, 2015). This movement was considered the biggest student protests since apartheid ended in South Africa (Jenkins, 2015; Wiley, 2015).

The context that eventually led to the movement originated since the public funding for universities in South Africa fell from 49% to 40% (Commey, 2015), forcing the institutions to increase student fees to cover the deficit (Jenkins, 2015). Universities were expected to do more with less, to raise additional funds through third-stream income and to leverage additional income, resources and capacities through partnerships, collaborations and multi-stakeholder engagement (Makhanya & Botha, 2015). In addition, the yearly increment of fees in March 2015 rose by 9.3% while headline inflation was 4% (Commey, 2015). Following Sunwoong, Gilani, Landoni, Musisi and Teixeira (2007), in the world, the welfare state suffered a crisis in the 1970s and 1980s, which severely reduced the capabilities of governments to finance higher education. In this context, Jenkins (2015) highlights that a university education in South Africa estimates around the equivalent of $7,400 a year, which 95% of all South Africans cannot afford, generating dissatisfaction with discrimination in the income difference between the white and black race populations, which was considered as economic apartheid (Commey, 2015).

In this context, several university students of Rhodes, Stellenbosch, Cape Town and Pretoria, among others, under the motto #Fees Must-Fall, protested against a 10.5% fee increase for 2016 (Abdullahi, 2015). This student movement was generated by the unilateral determination of the universities in South Africa to establish a high minimum initial payment and by the unilateral increment of the tuition fee for 2016. The universities justified their measure based on the reduction of the government economical stipend for 2016 and in order to maintain the educational level according to international standards. In this regard, Commey (2015) explored the pending social legacy and the cost of education as causes of the student uprising of 2015 which gathered students from no less than 26 universities in South Africa. Lukhele (2015) identified economic inequality as the main cause of the student uprising, comparing it with the Soweto student movement of 1976. Hence, from the views of the students,

the university had to play a role in favour of equality, especially in promoting economic accessibility to students.

2.4.2   Student teachers in the academia

This section develops, two aspects based on the literature reviewed, firstly, it locates this study academically among some of the academic categories for studying the topic, and secondly, it provides a background to how aspects relating to the topic 'student teachers' has been researched in the academia.

Students who study education at the university have been studied in terms of various academic categories, such as pre-service teachers or pre-service education teachers (Dinçer, 2018; Foong, Nor & Nolan, 2018), student teachers (Bergmark, Lundström, Manderstedt & Palo, 2018; Marušić, Jugović & Lončarić, 2017; Uerz, Volman & Kral, 2018), teacher candidates (Fajet *et al.*, 2005) and teacher education students (Weinstein, 1989).

This study recognizes as its main participants the students who study education at the university. I locate my participants under the category of 'student teachers' or 'pre-service teachers'. I chose this term because it clearly describes the profile of my participants and I found that it is the term that is mostly used in academia referring to the type of participants of this study. Therefore, this study falls under the broad umbrella of the keyword of 'teacher education' (Cochran-Smith, 2005; Quezada, 2010), in other words, the education received by future teachers during their educational training.

'Teacher education' is the broad umbrella under which this study is located. I therefore considered it appropriate to discuss how this topic has been researched to provide a background to my study. There are studies that reviewed the literature about teacher education in the United States of America. Cochran-Smith (2005) commented on the teacher education report that she co-edited in 2005, entitled: *Studying Teacher Education: The Report of the American Educational Research Association (AERA) Panel on Teacher Education*, which reviews existing studies and calls for a new research plan on teacher education. Based on the outcomes of the report of 2005 and a similar previous work, namely by Grant and Secada (1990), Cochran-Smith acknowledges that a main necessity

in teacher education research is research on the area of effective educational practice and the combinations of practice that result in most appropriate outcomes. Cochran-Smith (2005) explained this emphasis as follows: the historical marginalization and underfunding of research related to teacher education in general, the heavy research emphasis from the middle 1980s to the early 2000s on teachers' knowledge and beliefs, thinking, and learning in communities (Cochran-Smith & Fries, 2005), which tended to minimise other questions; and lastly the expense and difficulty of rigorous outcomes research on teacher education. For example, Cochran-Smith says that in order to study the impact on learners' learning from a teacher education approach requires evidence demonstrating the relation between teacher preparation programs and teacher candidates' learning, the relation between teacher candidates' learning and their practices in real classrooms, and the relation between graduates' practices and what and how much their students learn. In this regard, Cochran-Smith and Fries (2005) noted that the research in teacher education can be characterized more as a 'conversation' among alternative viewpoints and approaches, rather than a lineal shift from one approach to the next. Although the previous comments come from a positivist perspective in contrast to that of more interpretative one, I would like to highlight the academic tensions around the topic of teacher education.

'Student teachers', the term that this study uses to refer to its participants, has been studied by the academia from different perspectives. For example, Matoti (2010) examined the views of student teachers enrolled for the B.Ed. (Hons.) programme at the Central University of Technology, in the Free State in 2008 regarding their distresses about the existing state of education in South Africa. Some of their concerns considered the political and economic situation in the country, modifications in policies and the curriculum, high rates of teacher attrition, unsafe school environments, unsatisfactory working conditions, declining quality of education, role conflict, poor teacher morale, unprofessional conduct of educators, lack of co-ordinated Outcomes Based Education (OBE) workshops, poor management and leadership in schools, and a lack of accountability. The study also suggests some strategies that could be used in order to turn the situation around.

The academia has studied student teachers from different perspectives. There seems to be little research on the views of the student teachers on the roles of the university. Some approaches explored the general interest of student teachers according to several themes

such as issues in teacher education (Rautiainen, Mäensivu & Nikkola, 2018), multiculturalism (Acquah & Commins, 2013), critical thinking and democratic values (Uluçınar & Aypay, 2018), race and ethnicity (Brown, 2018; Dunne *et al.*, 2018), resistance or emotions to teacher education pedagogies (Bronkhorst *et al.*, 2014; Räihä *et al.*, 2018); perceptions, reflections on teachers and students' satisfaction (Fajet *et al.*, 2005; Fellner & Kwah, 2018; İhtiyaroğlu, 2018); student teachers' personal experiences (Abraham & Von Brömssen, 2018; Minot, 2008); performance of pre-service teachers in terms of their educational skills and knowledge (Abrar *et al.*, 2018; Ikhsan *et al.*, 2018; Leeferink *et al.*, 2019; Muñiz-Rodríguez *et al.*, 2017; Ruys *et al.*, 2012); the impact of practicum or teaching practice in the pre-service teachers construction of their identities as teachers (Nguyen & Yang, 2018); the relationship with the university coursework to enhance professional competencies among student teachers (Ulvik, Helleve & Smith, 2018); how student teachers learn at their workplace (Caires, Almeida & Vieira, 2012; Leeferink *et al.*, 2019); as well as studies on student teachers' views of the future of the teaching profession, with regard to the teacher profile, student characteristics, the involvement of the family and the community in the education process and curricular change (Campos & Solano, 2017).

In South Africa, one finds recurrent research topics related to student teachers of the university. One of them is 'practice teaching'. Matoti and Odora (2013), for example, studied the fourth-year student teachers' perceptions of their experiences of practice teaching enrolled for the Bachelor of Education degree at the Central University of Technology; and Kiggundu and Nayimuli (2009), explored the experiences of student teachers of the Vaal University of Technology Postgraduate Certificate in Education (PGCE) during their practice teaching in the Vaal area. Kiggundu and Nayimuli provided suggestions on how to enhance practice teaching so to have a positive influence on student teachers' perception of and attitude towards the teaching profession.

Compilations of journals on how the topic of student teachers was researched also exist. Stephenson (2017) provided an overview of survey-based research on Australian pre-service teachers, published in refereed journals from 1995 to 2015. Livingston and Flores (2017) described the trends in research on 'teacher education' in papers published in the *European Journal of Teacher Education* covering a total of 917 papers published between 1978 and 2016. In that analysis, a particular interest in trends emerged, topics that were

re-visited and those that were not were identified, changes within and across countries in Europe and beyond were exposed, and similarities and differences in methodologies were identified.

2.4.3 The views of the student teachers

This section provides a review of the literature of how the topic of views of student teachers has been studied in academia. Some studies on pre-service education students related to their views on their education received. Eriksson (2017), for example, applied mentoring group conversations as a tool to support pre-service teachers' professional development. Three areas were emphasised: the teachers' role and teaching practice, conditions for professional development, and conditions related to the profession. İhtiyaroğlu (2018) investigated pre-service teachers' views on professional teaching knowledge courses offered by a Faculty of Education in terms of their satisfaction levels. Babacan (2018) studied pre-service geography teachers' perceptions of university education and their professional expectations of their field of study. Lammers, Savina, Skotko and Churlyaeva (2010) examined student perspectives concerning exceptional university teachers in the United States of America and in Russia, as well as pre-service teachers' perceptions of the adequacy of their teacher education in Turkey (Eret-Orhan, Ok & Capa-Aydin, 2018).

There are numerous studies that explore undergraduates' views of teaching as a career choice, their beliefs and perceptions of teaching as a career or what reasons student teachers had for choosing the teaching profession as a career (Balyer & Özcan, 2014; Bergmark *et al.*, 2018; Kyriacou & Coulthard, 2000; Pop & Turner, 2009).

Black student teachers were studied from different perspectives, for example, their perceptions and experiences as part of the early childhood education (ECE) at a white university (Hannaway, Steyn & Hartell, 2014). This study aimed at understanding black student teachers' perceptions and experiences of ECE; providing recommendations to strengthen the ECE programme in order to meet the needs of black race students; and gaining insight required to address the need to recruit and retain black race students to study education.

From the above discussion in sections 2.3 and 2.4, it can be concluded that the nature of the university from its origin during the Middle Ages has been related to foster relationships and a sense of community cohesion between teachers and students, as well as amongst students. Universities in accordance with their essential nature make provision for academic teaching/learning, research, personal development as well as community engagement, which later became a role, rather than making provision only for a degree accreditation. The university in its nature, has always been in relationship with its context, either being an influencer or being influenced. The contention concerning the traditional roles of the university, namely: teaching/learning, research and community engagement, in the past was solved when all three were acknowledged as main roles. New roles of the university emerged during the 20th century, initially by challenges caused by worldwide university expansion; the transformation of the university from an ecclesiastic or state-owned entity to a private one, spurred by economic reasons; the advent of a service-oriented post-industrial economy in an ever growing number of countries; and the impact of information technology on universities and societies (Altbach, 2007). Universities needed to adjust education to the needs of the labour market, the constant progress of knowledge and technology, as well as newly established specialised service providers. What has remained constant is that universities still hold onto their monopoly of granting degrees to certify extraordinary quality and students' eligibility to serve in certain functions. The modern university has changed its traditional conception of students who needed knowledge to that of students who have to be served as customers (Smith & Webster, 1997a) in accordance with the marketization approach of education based on the premise that education is a commodity. Contemporary universities alien to managerial practices respond to the enormous pressures of societal systems.

Listening and becoming familiar with the views of the student teachers is deemed important for three reasons: (1) it increases student satisfaction; (2) it increases student retention; and (3) it contributes to the re-engineering and accountability of the university, based on authentic student views shared directly without any filters.

Based on the literature considered in this chapter, it could be argued that the university should be a positive and useful academic institution, which provides community amongst lecturers and students that foster student personal development, and confers degrees that

are career orientated, serving both academic and practical needs. However, the empirical research of this study will deal in more detail with this issue.

According to the literature reviewed students fostered negative views and made demands related to the roles of the university relating to, amongst others, the reinforcement of racial and economic exclusion; the payment of fees by non-privileged students; its lack of leadership in social transformation and its indifferent or compromised views concerning the values of marketization; its role in government involvement as part of its public investment in education; the emphasis in profitability; its accountability to the university community; its non-involvement with students concerning their social and cultural needs; and its role in favouring equality and promoting accessibility to students.

Views of students on the roles of the university are shaped and influenced by voices and reasons both inside and outside the university. Such views include the perception that universities are education businesses that provide education as a commodity and that students are their customers.

2.5 Niche/gap for my study

The niche/gap of this study considers two main ideas: (1) the lack of research on the views of student teachers on the roles of the university; and (2) the need of imaginative ideas of students at a traditional university that is not considered as an entrepreneurial university.

The literature study enabled me to realise that there is a lack in research on the views of student teachers on the roles of the university rather than merely considering the formal voices of universities as institutions, corporations or associations related to them (Tinto, 2017). Although there is a fair amount of research conducted and reviewed on teacher education to improve educational practices to achieve optimal outcomes (see section 2.4.2), most of them seem to be dominated by an instrumentalist approach towards increasing the effectiveness applied to specialist voices rather than those of students. Research considering the voices of university students is undeveloped in its definitions and conceptualisations (Seale, 2010), when it is compared to the student voices in the context of schools and colleges (see section 2.4.3). I believe that my research which deals specifically with the views of the students who study education will add value to this

under researched field in education. This study will include discussion on 'student satisfaction', 'student retention' and 'student loyalty' from a specific South African reality. These topics, as explained (see section 2.4) have a huge impact in providing quality education and student success in a society striving to be equal.

There are several studies conducted on the views of university students in general in terms of the roles of the university. I found abundant literature concerning Australian studies, especially the medical field, in this regard, as well as other areas, pertaining to the views, perceptions or demands of the university students on the roles of the university (Bellei & Cabalin, 2013; Commey, 2015; Jenkins, 2015; Pescaru, 2017) (see section 2.3.2). Nevertheless, I found it challenging to find studies related to the specific views of the students who study education on the roles of the university. The views of student teachers on the roles of the university are not academically voiced, as they should be.

As shown (see section 2.3.1), Barnett (2011; 2013) argues that currently the predominant entrepreneurial university model is wrongly understood as the end-point in the evolution of the university and that there is a need to pass beyond it. As a matter of urgency, not more but better ideas concerning the university, are needed. There is a need for a new approach of engagement, optimism and social agency in imagining the university's future. Barnett aligns his reflections to Heidegger's category of 'being', which implies 'being' as "being possible" (Barnett, 2011, 2). Hence, this perspective of 'being' includes ample potential that lies ahead of the university. Barnett states that through "feasible utopias" (Barnett, 2011, 4), positive humane options for the universities to become could be realised despite the structures of power and ideology at work. Barnett (2015) affirms that through imagination, the possibility of identifying feasible utopias of universities that might be realised, at least in part, is possible. Barnett's ideas align to academic inquiring by other authors about re-imagining the university (Baofu, 2011; Hargreaves & Lo, 2000; MacBeath, 2012). In this regard, Barnett describes the ecological university as a university-for-the-other, in contrast of the research university (which is a university-in-itself) or the entrepreneurial university (which is a university-for-itself) (Barnett, 2013). I discuss these ideas extensively in chapter 3. The views of the student teachers would contribute to this imaginative process of developing new and better ideas of the university and its institutional form in this era of emerging entrepreneurial universities.

2.6 Conclusion

Chapter 2 commenced with an explanation of the concept of a literature review, accompanied by an explanation of the purpose of a literature review. This was followed by a clarification of the format of the literature review presentation of this study. As indicated in the chapter, my literature was divided into different themes namely: the nature of the university, the roles of the university since its emergence, as well as the views of the university students in general and specifically those of the student teachers on the roles of the university. These themes were divided into sub-themes.

The section on the nature of the university was conducted following a narrative review of the literature, within an historical approach. It emphasised the idea of the university as an academic educational organisation that fostered a sense of community cohesion between lecturers and students through teaching/learning. An academic discussion on the roles of the university since its emergence followed focussing on the traditional and contemporary roles of the university. Themes deemed important for my study, including the views of the university students and student teachers on the roles of the university were also explained and discussed, both from a positive and negative standpoint in terms of themes and sub-themes based on literature which guided my own arguments. Themes were explored from a general perspective and special reference was made to South Africa. It became evident that the views of student teachers on the roles of the university, the focus of this study, are not only influenced by their experiences in the university but also by external causes. The next chapter deals with the theoretical framework of the study.

CHAPTER 3 THEORETICAL FRAMEWORK

3.1 Introduction

This chapter is a prolongation of the literature review that I initiated in chapter 2. In this chapter, I am using the body of knowledge in order to position my study within a theoretical framework. In this regard, this chapter narrows down the review in order to achieve a working theory for this specific study.

The research questions for this study were pointed out in chapter 1. Before starting to construct data to respond to the questions, as a researcher, it is important for me to state the theoretical position and my epistemological and ontological considerations. This enabled me to clarify important research concepts and assumptions as a standpoint, relevant for the credibility of the findings as well as the research processes that evolved in this study. As the purpose of this research is to understand the views of the student teachers on the role of the university, and how and why these views emerged, the social philosophy of higher education of Ronald Barnett (Barnett, 2011; Barnett, 2013; Barnett, 2016; Barnett, 2018) were deemed the most pertinent theory to provide the theoretical framework for my project. The rationale behind this will be elaborated upon in detail in section 3.6.

This chapter begins by discussing views on theory and how they are used. Thereafter I briefly explain what a theoretical framework is and why it is needed. I will then discuss the chosen theoretical framework, which is the social philosophy of higher education to explore the roles of the university, as well as how I assimilate this theory into my research project about the views of student teachers on the roles of the university.

3.2 Some views on theory

A theory is a human construction (Henning *et al.*, 2004). A theory establishes systematic relationships between concepts and assumptions through the cognitive processes called theorizing. In this sense, a theory is constantly modified and developed into new ones, hence a theory is never static, is provisional and open to revision by interacting with

research findings. A theory is a means to explain and amplify a universal reality and helps to classify and organize events, or even predict future events (Gulson & Parkes, 2010). In this context, a theory can be metaphorically understood as a net that is cast to catch what is called 'the world', in other words, to rationalise, to explain and to master it (Grix, 2010).

Theories come in many shapes and sizes. Theories are broad systems of thoughts that imply an ontology, epistemology, methodology and axiology. Other theories are narrow and explain one particular issue (Neuman, 2014). In this sense, a theory might offer a macro level approach to interpret the phenomenon being studied, or it might provide a set of concepts relevant to the study and to clarify specific relationships between different concepts (Walshaw, 2012). I am aware that a theory organizes my thinking in order to be consistent in my study. Theory also positions my study in relation to the previous literature review. A theory should be useful for the researcher to discuss the data constructed.

In this sense, a theory is an interrelated set of assumptions, interconnected concepts and explanations that constitute a world view (Henning *et al.*, 2004; Walshaw, 2012). Theories offer explanations to understand the complexities of social life (Neuman, 2014). Hence, I found relationships between a theory and a paradigm, since both are world views which are linked to ontological and epistemological assumptions (Walshaw, 2012). Specific paradigms of knowledge organize research. In this regard, a paradigm, as well as a theory, is a world view or a set of beliefs that guide action.

Considering that concepts and assumptions are key elements of a theory, I provide an explanation of these key elements of my theoretical framework in section 3.5. below. The first key element of a theory is concepts. Concepts are the building blocks of a theory. A theoretical concept has two parts, namely: a symbol, that can be expressed in symbolic forms -such as in natural sciences and mathematics- or in written characters -such as in social sciences; and, a definition or an idea (Neuman, 2014). Following Neuman, a concept in many cases began as ideas from everyday life, creative thoughts, or daily observation. Someone presented an idea and provided a definition, which later is debated to make it clearer and more precise. In other cases, concepts originate in classical theory, deep contemplation, reflective thoughts, or after examining the findings in research studies. Concepts can vary in different ways: from concrete to very abstract; simple or

being part of a concept cluster (which is a collection of interrelated concepts that share common assumptions, refer to one another and operate together as part of a social theory), among other ways. In the case of this study, I consider the combination of the concepts of supercomplexity and ecological university as part of a concept cluster related to the social philosophy of higher education of Ronald Barnett.

The second key element of a theory is the assumptions. Assumptions are statements about the nature of things that are unseen or empirically evaluated. All theories contain built-in assumptions (Neuman, 2014). Following Neuman, these assumptions are untested starting points to construct a theoretical explanation. In social science, there are assumptions about the nature of human beings, social reality or about a particular phenomenon or issue. All research is certainly based on some assumptions about the nature of social reality and how social realty can be known. In this regard, theory permeates all research (Grix, 2010). Hence, it is important that all studies expressly state the theoretical points of departure to allow readers to understand the world view used by the researcher as well as the contribution that is intended for the body of knowledge. In the case of this study, there are two main assumptions of the social philosophy of higher education of Ronald Barnett, namely: it is possible to imagine a higher education future; and secondly, that there is a need to move from a social theory of higher education which is focused in knowledge and epistemology, to a social philosophy of higher education which is focused on being and ontology.

This study uses theory as an interpretative device to understand reality. This locates the research in a particular paradigm, social constructivist, as part of an interpretative paradigm. However, considering Gulson and Parkes (2010), in line with their poststructuralist position, theory may also be a disruptive force, a deconstructive tactic, a denaturalising strategy, or a diffractive lens to view anew a specific set of problems, and problematize a phenomenon that is usually taken-for-granted. In this regard, I concur with Ball when he describes the use of theory in educational studies, such as mine:

> *Theory is destructive, disruptive and violent. It offers a language for challenge, and modes of thought, other than those articulated for us by dominant others ... The purpose of such theory is to de-familiarise present practices and categories, to make them seem less self-evident and necessary,*

and to open up spaces for the invention of new forms of experience (Ball, 1995, 266).

While remaining coherent to the interpretative paradigm, I recognise that theory may be a tool of defamiliarisation and a stand from which to initiate critique. Firstly, considering Ball's previous statements, theory becomes a means to challenge the present by bringing a fresh perspective to the topic studied. Secondly, I understand that for a researcher to take a stance on an issue, there is a need to situate the researcher on a particular theoretical tradition. Hence, the following idea has sense: "there can be no statement outside of theory" (Gulson & Parkes, 2010, 79). Thus, I recognize that any statements or conclusions will have sense in the academic community only if they are situated in a theory that provides them with intelligibility.

For the previous reasons, my purpose is to use theory to find new voices in the field, and perhaps, where data leads, move into a more critical stance. However, I reaffirm the use of theory in an interpretative way, in order to make my voice academically intelligible and legitimate.

In this context, as part of the discussion of how theory can be used, it is useful to recognize the differences between deductive and inductive directions of theorizing. I would like to proceed in an inductive direction of theorizing rather than to follow a deductive direction. The deductive direction is also known as a top-down procedure, since theory precedes data collection (Patten & Newhart, 2018). This deductive theorizing process and its implications has been strongly influenced by the positivist research tradition, especially in natural science through the scientific method (Grix, 2010). This deductive direction is clearly not applicable to this research study.

Contrary to that, the inductive direction of theorizing starts with a general topic or a few ambiguous ideas that later are refined and elaborated into more precise concepts (Neuman, 2014). This process of theorizing goes from empirical observations toward more abstract thinking which is how I conducted this study. Qualitative studies, such as this, often take an inductive approach to theory construction (Patten & Newhart, 2018).

Notwithstanding the previous explanation about the deductive and inductive forms of theorizing, I also consider the insights provided by Patten and Newhart (2018). I am aware that as part of the process of science development, research often employs both deductive and inductive approaches. In other words, inductive observation of patterns may result in a theory that is then tested using hypothesis testing in a deductive manner. On the other hand, deductive research may result in unexpected findings that the researcher then explores using inductive approaches. The abstract ideas and propositions contained in theory are either confirmed in fieldwork by the collection of data or obtain from the data itself (Grix, 2010). Hence, doing research utilizes both types of theorizing and benefit from going back and forth between data and theory. I am aware that theory and research data are interdependent, linked, as part of a circular process (Walshaw, 2012). Nevertheless, this study follows an inductive direction to interpret the views of student teachers on the roles of the university to build subjective knowledge, rather than follow a deductive and positivist approach.

Hence, a theory frames how I research and think about a topic. Theory provides me concepts, gives me with basic assumptions, guides me to the significant questions and proposes ways for me to make sense of data. Similarly, a theory helps me to make links and see the broader significance of my findings. In other words, as Neuman (2014) states, theory is what helps me see the forest instead of just a single tree. I understood that theory provides me a descriptive framework to do observations, which as part of my study is to attempt to understand the views of student teachers on the roles of the university.

3.3 What a theoretical framework is and why it is needed

According to Maree and van der Westhuizen (2012, 30), a theoretical framework is a less well-developed explanation for events, in comparison to a theory which is a perspective on events that already pre-exists in the context of competing or rival theories. A theoretical framework is constituted by several interconnected concepts identified by the researcher as well as by a proposed in-depth literature review of these topics.

A theoretical framework is the structure that can support a theory of a study (Subbiah, 2016). A theoretical framework provides a lens for developing understanding of a phenomenon as well as to help improve insights (Walshaw, 2012). All theoretical

frameworks are based on the identification of key interconnected concepts and assumptions. Different assumptions underpin different theories (Walshaw, 2012), hence there are a great number and broad variety of theoretical frameworks accessible for qualitative researchers.

There is no right or wrong theoretical framework to use when examining a topic since every topic may be viewed from a number of different perspectives (Subbiah, 2016). In this regard, different world views generate different theories that can generate conflicting answers to research questions even when the same concepts are used (Walshaw, 2012). In this regard, a purpose of a theoretical framework is to be a sharp instrument for interacting with the data rather than merely describing the data constructed.

A theoretical framework always makes a stronger focus in some respects and neglects others. No theoretical framework can bring everything into focus all at once (Walshaw, 2012). In this regard, each theoretical framework emphasises some aspects of a phenomenon being studied more than others and any theoretical lens will prevent us from seeing the details that are not emphasised.

In this regard, the theoretical framework chosen for this study provides a well-supported rationale and helps the reader to understand my research approach. Furthermore, this theoretical framework will assure the reader that the type of research I propose is not based solely on my personal instinct but rather informed by a recognized theory, which is the social philosophy of higher education stated by Ronald Barnett. Furthermore, the research questions, which I am seeking to answer, contain important underlying assumptions related to my study. These assumptions are based on established theory and discernible logic as may be seen by examining the framework. My task is to clearly state the theory and align to this, the components of my study. Thus, a theoretical framework is first of all a working theory that serves as a foundation for conducting research.

In concluding this section, my theoretical framework is a group of related concepts and assumptions that provide guidance to my whole research process. The pertinence of my theoretical framework is to support how to investigate the views of student teachers on the roles of the university.

3.4 Setting the stage for the theoretical framework

This study is aligned to the social constructivist paradigm, as part of an interpretative approach. The main characteristics of this paradigm are clearly stated by Sexton and Griffin (1997) as the nature of meaning is relative; phenomena are context-based; and the process of knowledge and understanding is social, inductive, hermeneutical and qualitative. In this regard, according to Creswell (2007), the ontology of a constructivist paradigm is relativist so there can be multiple constructed realities. Epistemologically, constructivism is subjective. Regarding its methodology, constructivists seek to understand realities from the participants' perspective, describing and constructing meaning; and finally, the constructivist axiology is varied and flexible. These aspects of my theoretical framework will be discussed in section 3.6 of this chapter.

The focus of this study is an investigation into the views of student teachers on the roles of the university. The research emanated from the changes that the university has experienced since its origin until this contemporary era. The roles of the university have been viewed from different and sometimes contradictory ways through time. Regardless of the consensus that the traditional roles of the university are teaching/learning and research (Ajayi *et al.*, 1996; Lategan, 2009; Le Grange, 2009), it is still controversial if community engagement is a traditional role of the university (Lategan, 2009) or even what a university is and what its main roles are (Barnett, 2013).

There is a consensus that contemporary universities are influenced by three main factors: managerialism, commodification and modularisation (Hussey & Smith, 2010). These new factors are creating new roles and modifying the traditional roles of the university. In this context, Barnett (2013) stated that those three previous factors are doing serious damage within education, especially in the very nature of the university.

Through the previous scholarly discussion, I felt that there is a need to research the views of student teachers on the roles of the university, in order to contribute to the configuration of a better idea of a university, and to provide new views related to the traditional and new roles of the university.

Considering the purpose of this study and the questions posed, it was observed appropriate to situate this study within the ontology and epistemology of the social constructivist paradigm (Interpretativism) and the theoretical framework of the social philosophy of higher education stated by Ronald Barnett. Figure 3.1 clearly indicates the schema outlining the theoretical framework of this study.

It is suggested in a research process to explain the levels of idea's abstraction. I follow the recommendation of Punch (2006) of using a diagram (schema) to show the conceptual theoretical framework of a study. It is conceived that a theoretical framework is part of a hierarchy which portrays a continuum that varies in levels of abstraction and generality (Punch, 2000). Mullins and Kiley (2002) also suggested that examiners look for internal linkages and cohesion of ideas with some originality of presentation as part of a doctoral thesis.

Figure 3.1: Schema outlining the theoretical framework
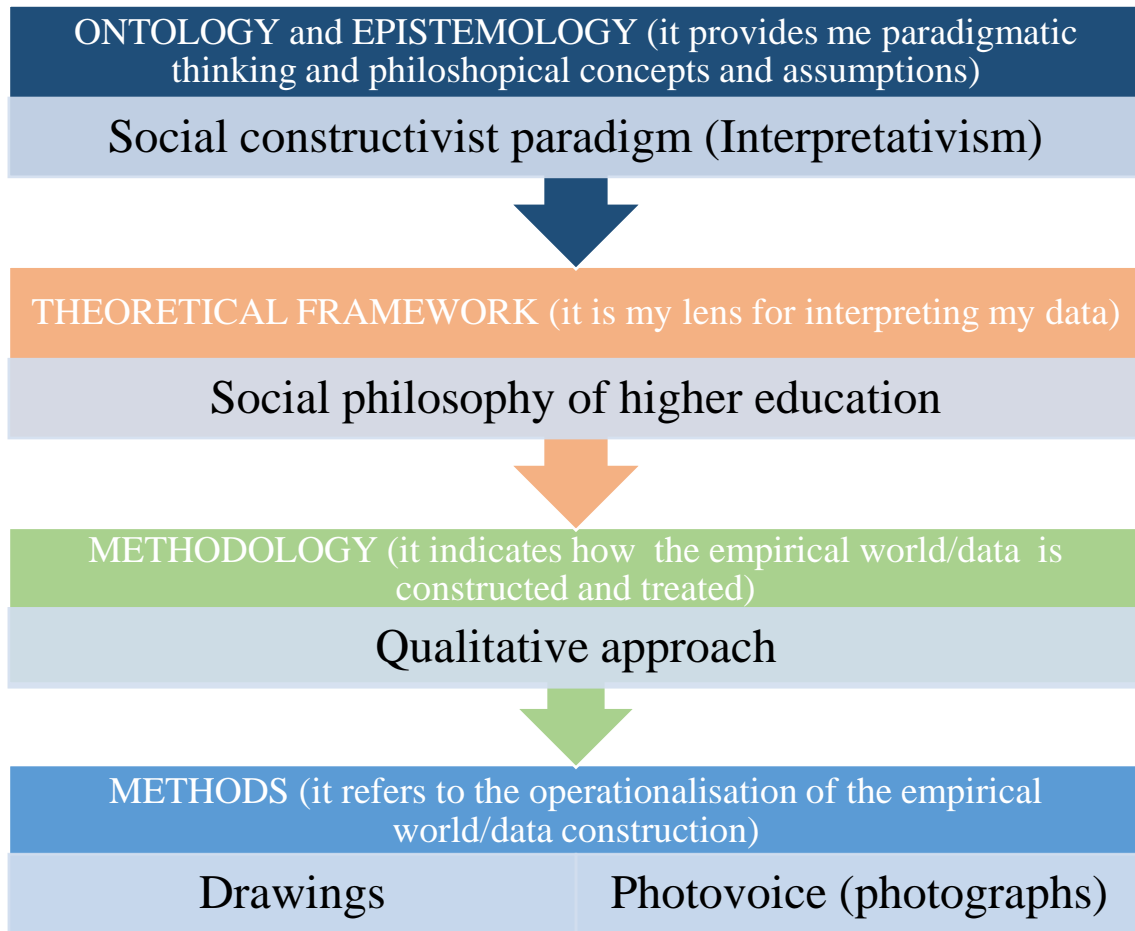
(Barnett, 2011; Barnett, 2013; Barnett, 2016; Barnett, 2018; Butler-Kisber, 2010; Cannon, 2012; Creswell, 2007; Prosser & Burke, 2008; Punch, 2006; Scarles, 2012; Sexton & Griffin, 1997).

Note: The last two parts of the figure: methodology and methods, will be covered in chapter 4.

3.5 Theoretical framework of this study

The literature around the social philosophy of higher education is covered first in this section. This level of detail is consistent with Leshem and Trafford's views (2007) who refers that a conceptual (theoretical) framework, while being mainly instrumental, may also be more wide-ranging through "… emphasising the conceptualisation of those conclusions within their respective theoretical context" (Leshem & Trafford, 2007, 99).

Theoretically, I have chosen to adopt the ideas of the social philosophy of higher education stated by Ronald Barnett (Barnett, 2011; Barnett, 2013; Barnett, 2016; Barnett, 2018) to explore the views of student teachers on the roles of the university. The social philosophy of higher education has its roots in the ideas stated by Ronald Barnett nearly 20 years ago. Bengtsen (2018) traced Barnett's ideas in the book *Realizing the university in an age of supercomplexity* (Barnett, 2000a). In order to recognize the current understanding of Barnett about the dimensions of freedom, value and action, it is important to follow his reflective process during almost 30 years with close to 30 published volumes. In the book previously mentioned, Bengtsen (2018) observed a shift in Barnett's ideas from a social theory of higher education into a social philosophy of higher education.

There are two main phases in Barnett's academic work. Following Bengtsen (2018), these two phases can be recognized in *Realizing the university in an age of supercomplexity* (Barnett, 2000a). The first phase emphasises a concern about the policy shaping higher education in UK during the early and mid-1990s. In this first phase, Barnett discussed the institutional and curricular changes that generated these policy changes and rethinks debates related to the role, status and purpose of universities and higher education as part of the development of neo-liberal strategies and discourses. Barnett's ideas can clearly be seen in *The Idea of Higher Education* (Barnett, 1990), *The Limits of Competence* (Barnett, 1994) and *Higher Education: A Critical Business* (Barnett, 1997). Some topics discussed in these books are policy discussion of the marketization and instrumentalisation of higher education; and the reduction of students to customers and knowledge workers. According to Bengtsen (2018), in this first phase, Barnett's writing had a national focus on what was happening in the UK. The parts I and II of *Realizing the University in an Age of Supercomplexity* discuss the focus of Barnett's first phase: the future value of academic knowledge and higher education.

The second phase of Barnett's academic work infers a shift of thinking. There is a shift in focus "… from 'knowing' to 'being', or from 'epistemology' to 'ontology'" (Bengtsen, 2018, 66). The new focus on Barnett's work is the existential ontology of teaching and learning practices in higher education. References of this ontology are the paper of 'Learning for an Unknown Future' (Barnett, 2004), the book co-authored with Kelly Coate *Engaging the Curriculum in Higher Education* (Barnett & Coate, 2005) and the

influential book *A Will to Learn. Being a Student in an Age of Uncertainty* (Barnett, 2007). According to Bengtsen (2018), in this second phase, there is a turn in Barnett's theoretical and philosophical orientation as well as a move from a political and national focus on the UK, to a more abstract and universal focus. Barnett lays the foundation for his own philosophy of higher education inspired by his analyses of higher education practice through the German philosophers Nietzsche and Heidegger. The parts III and IV of *Realizing the University in an Age of Supercomplexity* compile Barnett's philosophy of higher education as part of this second phase of his thinking.

In order to understand the concepts and assumptions of the social philosophy of higher education, it is important firstly to recognize how the social philosophy has been conceived (in other words, its processes), its assumptions, and what its main concepts are. In this regard, Bengtsen identifies three aspects in Barnett's work. They are: (1) about the relationship of the university with the society, there was a shift from a critical observance of the university condition to imagining the future of the university; (2) about the theme of transformation, there was a move from an epistemological uncertainty into an ontological uncertainty of the university; and (3) the concepts of supercomplexity and ecology. I will explain these three processes and concepts to provide an understanding of Barnett's ideas about his social philosophy of higher education.

a.   About the relationship of the university with society

Barnett's ideas display a shift about the relationship of the university with society. According to Bengtsen (2018), one of the main shifts in Barnett's ideas, in his second phase of his academic work, was to move from being a critical observer and analyst of the changing conditions for higher education, into having a new approach of engagement, optimism and social agency in imagining higher education future.

b.   About the theme of transformation

Barnett's philosophy of higher education continues to develop and transform in his work. A trilogy of books describes Barnett's philosophy of higher education. They are: *Being a University* (Barnett, 2011), *Imagining the University* (Barnett, 2013) and *Understanding the University* (Barnett, 2016). According to Bengtsen (2018), this trilogy critically

discusses universities as socio-political institutions, as sets of ideas and as imaginative possibilities. I discuss the main ideas of each of these books.

In *Being a University* (Barnett, 2011), Barnett describes and discusses the great diversity of university ideas and forms of institutions. In the words of Barnett, the key concerns that arise in this book are: "What is it to be a university? What might such an institution become? Are there forms of 'university' that are emerging, and which should attract our concern? Are there kinds of 'university' that we can barely glimpse and that we might favour, that we might even encourage?" (Barnett, 2011, 1). Hence, Barnett focuses his attention to discuss the new and possible forms of the university in this contemporary era.

In *Imagining the University* (Barnett, 2013), Barnett concentrates on the place of imagination in developing new and better ideas of universities in contrast to the emerging nature of the entrepreneurial university (Barnett, 2013). Barnett affirms that through imagination, the possibility of identifying feasible utopias of universities that might be realised, is possible in a world that challenges universities to live according to their universal ideas (Barnett, 2015). Barnett's ideas fit under the academic inquiring stated by other authors about re-imagining the university (Baofu, 2011; Hargreaves & Lo, 2000; MacBeath, 2012). Hence, in this book, Barnett discusses the possibilities that imagination can provide to the university to adhere to its nature regardless of the contemporary world.

Finally in *Understanding the University* (Barnett, 2016), Barnett explains the importance of understanding the university in order to avoid falling short in its hopes, expectations and possibilities which would probably affect the university's practices. This book provides a meta-inquiry of what a university is, to differentiate it from the predominant entrepreneurial university and discusses relating sociological and philosophical dimensions of the university when imagining new university futures.

This trilogy of books also develops a shift in Barnett's thinking into an ontological perspective. According to Bengtsen (2018), Barnett's exploring of the 'being' moved him from an individual level, of students and lecturers, to an institutional level, to question the 'being' of the universities themselves. This is the beginning of the social ontology of the university and higher education that currently occupies Barnett's work. This social ontology is also the main aspect of Barnett's social philosophy of higher education.

Rather than using this philosophical approach to criticize the political domain and policy making of higher education, as the writings in the first phase of Barnett's academic work; Barnett decided to strengthen his ontological project to build conceptually the future of higher education thinking. Hence, the shift from being a critical thinker to being a critical being, is an important fact about the emergence of this new ontology on higher education.

The conceptual exploration of Barnett around the university has two main assumptions. In *Thinking and rethinking the university* (Barnett, 2015), he refers to the university as an extraordinary human institution based on its longevity and its presence in many cultures. Secondly, the university is not what it might be or what it should be as we proceed into the 21th century. Hence, Barnett tries to identify new possibilities for a new kind of university; in other words, a new kind of university becoming. Rather than approaching higher education and the university from a philosophical perspective or through a sociological analysis, Barnett's approach is based on a social philosophy, a philosophy of hope (Barnett, 2015). In Barnett's work, the term 'hope' denotes a social philosophy that emphasizes an understanding of a new kind of university, as an academic institution with academic practices. In this context, rather than being critical about the current condition of universities, Barnett stands for strengthening the remaining spaces of universal concepts such as liberty (freedom), reason, concern, authenticity, understanding and emancipation. These concepts denote specific aspects related to freedom, values and actions related to this philosophy of hope.

The dimensions of freedom, value and actions as part of Barnett's social philosophy of higher education are useful to interpret the views of student teachers on the roles of the university. According to Bengtsen and Barnett (2017), the current discussion about the role of the university seems to presume that universities do not have freedom and have lost their autonomy. In this context, the understanding of knowledge is central, as the foundational identity of the university rests on this understanding and how the university produces, controls, and disseminates knowledge. Hence, the dimension of freedom of university is a valid dimension of the social philosophy of higher education.

The notions of value and action are equally important. Bengtsen and Barnett questioned: "… what forms of value might the university sustain or exemplify in the future? To what extent is the university able to cast such value in terms other than capital and profit? And what forms of institutional and pedagogical action do such forms of value imply?" (Bengtsen & Barnett, 2017, 1). Therefore, the discussion of values and actions of the university of this contemporary era is another key dimension of the social philosophy of higher education stated by Barnett.

Barnett's social philosophy addresses particular practical problems concerning universities and higher education. These problems arose when the previously mentioned universal concepts were put at risk in the emerging formations that constitute universities. Barnett looks for ways in which these concepts can be realised more than ever in the past as part of his social philosophy (Barnett, 2015). Barnett's social philosophy has practical implications.

I identified four practical implications of Barnett's social philosophy that are related to my study. The first practical aspect is promoting critical thinking in higher education. In *Higher Education: A Critical Business* (Barnett, 1997), Barnett argues about the development of students' critical thinking. He affirms that a full university not only involves critical thinking but goes beyond to embrace students' power of 'critical action' and their very 'critical being'. He states that this broadening idea of critical thinking, as a defined concept of Western universities, has profound implications for curricula and for teaching in higher education. Based on a photograph of a Chinese student who blocked the path of a line of tanks at the Tiananmen Square in 1989, Barnett upholds the idea that critical persons are more than critical thinkers. He maintains that these people can engage critically with the world, with themselves, as well as with knowledge. Barnett claims that there is a need of a more comprehensive concept of critical thinking. In his words: "… critical being embraces critical thinking, critical action and critical self-reflection …" (Barnett, 1997, 1). There is a need for a new concept of critical thinking, he concluded.

The second practical aspect of the social philosophy of Barnett that is related to my study is the relationship between learning and student development. In *A Will to Learn: Being a Student in an Age of Uncertainty*, Barnett argues about a practical problem regarding what it means to help a student to develop (Barnett, 2015). He argues that in a

supercomplex world, full of uncertainty and challenges, knowledge and skills (which are the predominant educational goals of a university) are inadequate. Instead, he argues that teaching must be understood as a process of helping students to form the courage to keep going amid difficulties. This implies a particular conception of teaching, in which affirmation and encouragement would have priority over knowledge and skills. Barnett argues that without self-belief and energies to keep going, a student would be unlikely to acquire knowledge and skills.

Barnett uses a simile of the ritual of the N'gol (land diving) or a jumper to describe his "pedagogy of air" (Barnett, 2007, 1), as he termed it. The land jumper hurls himself off the secure platform into the void having his ankles secured by the thongs. In the process, the jumper becomes himself and proves himself, moving into a new phase of human being. This practice is similar to the modern practice of bungee jumping. Barnett states that there are several parallels between the bungee jumper and the idea of learning in higher education. Barnett argues that learning in higher education calls for courage from the learner and a will to jump into a kind of void. As he stated: "a pedagogic of air opens up spaces and calls for a will to learn on the part of the student; to learn amid uncertainty. In the process, it is just possible that the student may come into a new mode of being …" (Barnett, 2007, 1). Hence, Barnett proposes a new approach of learning and student development as part of what he called a supercomplex world. Later, I explain this key concept of Barnett's social philosophy of higher education.

c.   *The concepts of supercomplexity and ecology.*

The third practical aspect of the social philosophy of Barnett that is related to my study is what a university in a complex age is. In *Realizing the University in an Age of Supercomplexity* (Barnett, 2000a), Barnett argues that the university copes with complex systems as well as lives amid supercomplexity. The world, as well as the university, must live with proliferating and contesting rival accounts of situations such that there can be no ultimate settlement. In this scenario, Barnett affirms that leadership, understood as the art of the impossible, can enable the university to develop and go forward, being accountable for what it is to be a university.

Supercomplexity is a key concept in Barnett's social philosophy of higher education. This concept is systematically explored in *Realizing the University in an Age of Supercomplexity* (Barnett, 2000a), as well as in some journal articles of that time (Barnett, 2000b; Barnett, 2000c). Early on in 'Supercomplexity and the Curriculum' (Barnett, 2000b), Barnett describes the impact of the supercomplex modern world in the character of the university curriculum; and in a follow-up article, 'University Knowledge in an Age of Supercomplexity' (Barnett, 2000c), Barnett explains the 'end of knowledge', as a pure, objective reading of the world, and the university as an institution that has to develop a new epistemology conscious of its own insecurities as part of a supercomplex world, since universities are no longer the only preserver of knowledge. In this contemporary era, knowledge evolved to be a public good, accessible to many through other ways different from the university and with a rapid capacity to be outdated.

The term 'supercomplexity' addresses the postmodern condition for universities and higher education (Bengtsen, 2018). A situation of supercomplexity is described as "… where one is faced with a surfeit of data, knowledge or theoretical frame within one's immediate situation" (Barnett, 2000a, 6). Even Barnett stresses his idea and states that even supercomplexity is "not just hyper-complexity …; it is not just an extended or expanded form of complexity. It is a higher order form of complexity …" (Barnett, 2000a, 76). In other words, the world is full of frameworks that cause uncertainties and challenges. Barnett defines supercomplexity as "the multiplication of frameworks that people use to understand the world" (Barnett, 2000a, 6). These multiplication of frameworks characterize the world where people currently live, and most of the time, these frameworks have conflict among themselves and do not have an end (Barnett, 2000a). Hence, the university must live amid numerous and contesting rival accounts of situations, such that there can be no ultimate settlement. According to Barnett, the situation of higher education today has become supercomplex as it is "not just a matter of handling overwhelming data and theories within a given frame of reference (a situation of complexity) but also a matter of handling multiple frames of understanding, of action and of self-identity …" (Barnett, 2000a, 6).

This supercomplex context affects the identity of universities. The university is no longer understood in terms of the category of Knowledge, with capital *K* (Barnett, 2000c). According to Barnett, the university will continue to hang on to the category of

knowledge, but in a different way. Universities need to engage and negotiate in knowledge as part of a continuing and messy process of inquiry, where even the rules of the knowing game must be renegotiated.

Hence, as part of the current context of supercomplexity, there is a new relationship between the university and knowledge. Barnett states that "the university is dead" (Barnett, 2000c, 22), in relation to the traditional link between the university and knowledge that is deeply related to the university identity. For that reason, Barnett states that "the university has no clear legitimatizing purpose, no definite role, no obvious responsibilities and no secure values …" (Barnett, 2000c, 22). However, Barnett affirms that new opportunities are emerging if the university positions itself cleverly. In a contemporary world that is supercomplex in character, the notion of knowledge or truth with its metaphysical sense of arrival, finality or as secure sense of proceeding, needs to be changed. Barnett suggests that notions of 'inquiry', 'learning' and 'questioning' are more suitable for a post-modern university, one that interacts amid a supercomplex world.

Similarly, the supercomplexity of higher education implies a special pedagogy. A pedagogy for supercomplexity recognizes that in a supercomplex world, the knowledge and competences developed through higher education programs may be irrelevant and useless soon after being acquired (Bengtsen, 2018). In this regard, the traditional teaching/learning format, such as lectures, should be severely attenuated or totally abandoned, affirms Barnett. This type of pedagogy freezes hierarchy between lecturer and students, since it functions as a delivery system, keeps the channel of communication closed and removes any responsibility on the students to respond. According to Barnett, a pedagogy for supercomplexity needs to disturb students and teachers alike and remove them from their comfort zone. University teaching should provoke a sense of uncertainty, unpredictability, contestability and challengeability (Barnett, 2000a). Hence, according to Barnett, university education should promote a dialogical character of communication and encourage students to engage in their learning. In university education, the format of a lecturer should be avoided since it is a situation similar to watching a horror film, since: "… one knows that, however disturbing it is at the time, soon the lights will go on and its fictionality can be embraced, with nothing much dislodged" (Barnett, 2000a, 159).

Hence, as part of the supercomplexity of higher education, students should be required to handle conflicting ideas, perspectives and uncertain situations. The aim should be to develop their own voice, their own 'being'. Through this type of university education, students will adapt to all the contested students' frameworks and understandings, which will confront them beyond the university. In other words, this university education will really develop students to live in a supercomplex world, stated Barnett. This ontological dimension of higher education that represents the connection between ontology, learning and teaching is developed in *Engaging the Curriculum in Higher Education* (Barnett & Coate, 2005).

In this supercomplex scenario, Barnett states that it is possible to develop a human being who can adapt to a changing and uncertain world. In *A Will to Learn: Being a Student in an Age of Uncertainty*, Barnett affirms that it requires the student to develop an understanding of the otherness, as new positions in the world; on the part of the teacher, they must help students to form the qualities of courage, wonderment and willingness to act; develop resilience, feeling uncertainty, responding to uncertainty, gaining confidence to insert themselves amid the numerous counter-claims to which they are exposed. All these aspects are mainly matters of 'being' (Barnett, 2000a; Barnett, 2007). Students need a pedagogical space to gain control of themselves amid increasing uncertainty. Barnett concludes that the key to supercomplexity is not a problem of knowledge; it is one of 'being'. Hence, he affirms that knowledge should be displaced from the core of all pedagogies. The students' being has to take centre stage (Barnett, 2000a). This theme of students' being and their transformation in Barnett's work is useful and inspiring for academics, students, policymakers and other external stakeholders.

The fourth practical aspect of the social philosophy of higher education stated by Barnett that is related to my study is his discussion of what it is to be a university. Barnett argues that a discussion in this regard, is taken in an inadequate way by governments, inter-governments and cross-institutional organizations in public and private sectors. In *Being a University* (Barnett, 2011) and *Imagining the University* (Barnett, 2013), Barnett argues that through imagination, other options of a university can be possible rather than the current predominant entrepreneurial university, which is wrongly understood as the end-point in the evolution of the university. There is a need to pass beyond it. It is urgent to have not just more ideas of the university but better ideas. The public debate over the

nature of universities is "imaginatively stunted" (Barnett, 2013, 6). In the complexity of modern society, with the arrival of mass higher education systems around the world, there are now many kinds of institutions bearing the name 'university'. In this context, Barnett aligns his reflections with Heidegger's discussion about 'being', which understands 'being' as "being possible" (Barnett, 2011, 2). Hence, this perspective of 'being' includes ample potential that lies ahead of the university. Barnett states that through "feasible utopias" (Barnett, 2011, 4), positive humane options for the universities to become could be realised regardless of the current power structures and ideology at work.

In this challenged context, Barnett proposes the idea of the ecological university that contributes to infinite forms of university which can go on emerging over time. He affirms that each university is responsible in part for its own form and character. Therefore, in the midst of the contemporary era, universities have responsibilities and hence, possibilities in the world (Barnett, 2011; Barnett, 2013). Barnett affirms that the idea of the university lives amid multiple networks. This networked university develops links with the business and industrial sectors, and the academic marketplace, among other networking options. Barnett reflects on the values of this networking and the importance of not only engaging with the public sphere but "… enhancing the public sphere" (Barnett, 2011, 5). Hence, Barnett uses the metaphor of ecology to describe the systems of relationships between organisms and their environment to propose a possible university. An ecological university is interconnected with many facets of the world, human and not human (Barnett, 2018). The university is mutually dependant and influenced by different ecosystems namely, political discourses, civic society, private sector and financial structures, cultural value and heritage, social norms and personal lifeworlds, among others (Bengtsen, 2018).

An ecological university is one that cares about its relationships with its environment and does what it can to further the wellbeing of that environment. Since the environment of the university is local, regional and global, the ecological university has a care towards the whole world and does what it can to be a good for the world (Barnett, 2011). In this regard, for Barnett the university has a "civic role to play" (Barnett, 2000a, 170). From one side, in expanding the frames of understanding as part of the world, and from the other, in assisting in the assimilation of those understandings. This implies for example, a transformation in doing research as well as in the role of the researcher. In this sense,

the ecological university does not simply serve the interest of the world, but contributes to defining the interest of the world; seeking world sustainability (which includes the university's own sustainability) and transcending sustainability in its concern with wellbeing and flourishing (Barnett, 2013).

Barnett describes the ecological university as a university-for-the-other, in contrast to the research university (which is a university-in-itself) or the entrepreneurial university (which is a university-for-itself) (Barnett, 2013). Rather the ecological university has an interest in wellbeing rather than only sustainability. The wellbeing purpose looks to a continuous flourishing of the many ecologies that intersect with it, and sustainability looks for a given state of equilibrium. The ecological university is a profession of faith in the university as well as being responsible for imagining feasible possibilities for the university (Barnett, 2018). In ethically justifiable ways, the university is related with its many ecologies with which the university is necessarily intertwined (persons, institutions, economic and physical world). Indeed, Barnett states an idea of the university in *The Ecological University* (Barnett, 2018), based on the themes of reason, truth, openness, freedom and communication.

In terms of Bengtsen (2018), the ecological university seems to merge the key aspects of Barnett's social philosophy of higher education, namely: 'knowledge', 'being' and 'acting'. Barnett affirms that the ecological university:

> *… will put its knowledge into play, it will help to advance the public sphere and will act purposively -in all knowledge fields- to help to develop civic society (directly in health, education, medicine and so on, and indirectly, in helping to advance public understanding as such) … (Barnett, 2013, 137).*

However, the ecological university should keep its autonomy for itself, in order to sustain a critical function for itself as well as to critique the dominant discourses of the age (Barnett, 2013). In other words, the university should evolve to be a space for critical voices in and toward the supercomplex world.

In summary, the social philosophy of higher education of Ronald Barnett has definite characteristics that will lead the analysis of the data constructed as part of this study. Following Bengtsen's analysis (2018), some characteristics of this theory are: (1) it focuses on being and ontology in relation to higher education practices rather than on knowledge and epistemology; (2) the perspective and view on the relation between universities and the wider society is based on a perspective of hope and vision that embraces the future of universities, rather than a perspective of caution and worry; (3) in the midst of the supercomplexity of the world around universities, a supercomplex pedagogy is needed; and (4) the idea of the ecological university can be a feasible utopia for universities to fulfil their civic role, and its concern with the wellbeing and flourishing of the systems around universities.

Considering the purpose of my research, which is to attempt to understand the views of the student teachers involved in the study, the social philosophy of higher education stated by Ronald Barnett was deemed a relevant theoretical framework because of its potential and power to explain the views that the participants have on the roles of the university. In other words, this social philosophy theory will help me to analyse my participants' views on the roles of the university by addressing the subjective meanings through their drawings and photographs as part of the photovoice process.

Considering this view, I have chosen the social philosophy of higher education stated by Ronald Barnett, as the main aspect of the theoretical framework for this study. I recognized the ontology and epistemology of constructivism embedded in this theoretical framework.

3.6 Aligning the study with a paradigm and a theoretical framework

Considering the outline in this chapter, the purpose of the thesis and the research questions posed, this study is placed within an ontology and epistemology of the social constructivist paradigm and the theoretical framework of the social philosophy of higher education stated by Ronald Barnett. My aim was to generate theory from the data, although I recognize that also my intention was to discuss, modify or extend the social philosophy of higher education stated by Ronald Barnett. It was indicated above that the

key aspect of the social constructivist paradigm was the social construction of meaning, and therefore the focus of this study is congruent with a constructivist epistemology.

Positioning a research project within the social constructivist paradigm and the social philosophy of higher education also places a particular focus on the context in which the research takes place. The purpose of this study is to explore the reality of a specific social and cultural context. As indicated above, the context of this study is the University of Pretoria in contemporary South Africa with its own characteristics, and the particular role the participants carry out as learners of the Faculty of Education of this university.

Considering my inductive research approach, there are several influences affecting student teachers when having to define situations learners are confronted with, and when expressing their views on the roles of the university. These influences could be based on the historical context of the university under investigation and could involve the type of university, its history, learner population, facilities, and service provision offered. Furthermore, other outside causes in this regard could be parental influence, peer influence, communities, the media and the socio-economic situation of South Africa that are influencing and shaping the views of student teachers on the roles of the university. The notions of the social constructivist paradigm and the theoretical perspectives of the social philosophy of higher education stated by Barnett fit perfectly into the purpose and context of this study.

This study focuses on the subjective views of student teachers on the roles of the university that arise out of their engagement with universities as part of their respective experiences and understanding. Based on the dimensions of freedom, value and actions, I considered that student teachers are capable of thought, intervention and self-determination. The peculiarity consists in the reality that human beings interpret each other's actions instead of merely reacting to them. Hence, I affirm that the student teachers have personal voices, which are worthy to be heard.

My theoretical framework considers the dimensions of freedom, value and actions as part of the social philosophy of higher education stated by Barnett. Firstly, I recognize the dimension of freedom as part of the promotion of liberty as a core, valuable and traditional part of the nature of a university. Also, a university needs to be independent as an

institution to fulfil its civic role, as stated by Barnet as part of his ecological university. Secondly, I can see into the dimension of values in the social philosophy theory by the emphasis of 'being' rather than in knowledge. Thirdly, the dimension of action is revealed in the four practical implications of the social philosophy of higher education chosen by the study, namely: (1) promoting critical thinking in higher education; (2) the relationship between learning and student development of their 'being'; (3) what it is to be a university in a complex age; and (4) in essence, what it is to be a university as a feasible utopia.

The social philosophy of higher education stated by Barnett has its critiques. Following Pavel Zgaga (2012), it was observed in Barnett's ideas dichotomies which enchain contradictions and conflicts (for example, 'the efficient' vs. the 'creative university'). Similarly, Barnett's concepts of 'what is a university?' and 'what is a university to be?' are considered complicated issues, as well as problematic to transform his feasible utopias into actuality. I am aware of these limitations; nevertheless, despise them, I consider the theoretical proposal of Barnett as useful.

3.7 Conclusion

In this chapter, I discussed the theoretical framework of this study. Based on the literature above, the social philosophy of higher education stated by Barnett seemed a suitable theoretical framework to support my study. This theoretical framework helped me examine, analyse and explain the views of student teachers on the roles of the university, as the focus of my study. Furthermore, in accepting the ontology and epistemology of the social constructivist paradigm and the theoretical framework mentioned before, it was considered appropriate to use an interpretative approach to construct data in order to respond to the purpose of the study and to provide relevant information to answer the research questions presented. It was felt that this approach provides an interactive element to gather information, to allow a wide variety of data to be generated from the participants, and to allow qualitative data to be constructed. The design of the study set out to minimize the limitations of the methods chosen while simultaneously providing strategies that would construct data focused on responding to the research questions posed in the study. It is this research methodology, which is the focus of chapter 4.

CHAPTER 4: RESEARCH METHODOLOGY

4.1 Introduction

The previous chapter clarified the theoretical framework which led this study. In this chapter I will discuss in detail the research methodology, which is essentially a blueprint of how I intend to propose answers to my research questions (6 & Bellamy, 2012)[1]. Research methodological design should be understood as choosing an approach or a tradition that includes purposes, conceptual context, methods and validity around the research questions. In this regard, a research methodology describes the content of the steps to follow, the degree of rigidity of its instructions and the design of the flow of the research process (Sarantakos, 2012).

My research methodology describes the choices that I made regarding how my study was conducted to construct data (Silverman, 2013). The research design enabled me as a social researcher to conduct research and to interpret my results (Wagenaar & Babbie, 2004). Thus, the research methodology for this study guided me on what was intended to study; where the data construction took place; how, when and which participants were approached; how I chose my sample; and what instruments I employed (Benini, 2000; Kelly, 2012; Sarantakos, 2012).

I use the term 'methodology' as an umbrella term to explain the methodological choices that I made in this study. I concur with Flyvbjerg (2006) in considering 'design' as a subsection of methodology. In this regard, I understand research methodology as a matter of using the methods or appropriate techniques for the construction, coding, organisation and analysis of the data (6 & Bellamy, 2012). Aspects of the research methodology covered briefly in chapter 1 will be explained in detail in this chapter. Thereafter, this chapter describes who the participants involved in this study were and the instruments I used to construct the research data. The processes in which the data and the findings were analysed will also be explored. The chapter concludes with a discussion of the quality

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[1] Professor Perri 6 is a noted British social scientist. He changed his name from David Ashworth to Perri 6 in 1983.

criteria that this study fulfils following Tracy (2010), including its ethical considerations and trustworthiness as part of section 4.12.

4.2 Qualitative research approach

In my study I used a qualitative research approach. According to Bryman, Bell and Harley (2019), qualitative research is a strategy that foregrounds words rather than numbers in the construction and analysis of data. This strategy is generally inductive, constructivist and interpretative. For Butler-Kisber (2010), a qualitative research approach focuses on seeking meanings, understandings and interpretations about others' behaviours or thoughts about events. Similarly, Nieuwenhuis (2007) claims that a qualitative approach is about understanding process, social and cultural aspects which underlie behavioural patterns as part of an holistic perspective. For Nieuwenhuis, human activities must be investigated exploring the 'why' questions of research, in other words, why people say what they say, do what they do or act in a certain way and must be interpreted by linking them to other human events to enable greater understanding.

The research approach of this study is therefore qualitative. I chose this approach considering my research questions, I seek to understand meanings, interpretations, and processes related to the views of the student teachers of the University of Pretoria on the role of the university, and the causes that explain their views.

4.3 Research paradigm

My qualitative research approach is aligned to an interpretative paradigm which is the umbrella under social constructivist. According to Sefotho (2015) and Henning (2004) a paradigm addresses fundamental assumptions that are taken on faith. A paradigm, has beliefs about the nature of reality and being (called ontology, the way the researcher perceives the world); beliefs about the nature and process to study and acquire knowledge (called epistemology); beliefs about the process and procedure of research (called methodology, that includes the purpose, approach or methods); and beliefs about the role and place of values and judgments in the research process (called axiology). This section will elaborate on the nature of my chosen research paradigm, which is the social

constructivist paradigm; the reasons why I chose this paradigm; and how it was applied in my study.

According to Creswell (2007), relativism is the ontology of the constructivist paradigm. To explain and justify the epistemological stance I have adopted for this study, Sefotho (2015) agrees that according to the constructivist ontology, all truth is constructed by humans and situated within a historical moment and social context. This implies that social properties are outcomes of the interactions among persons, rather than phenomena 'out there' and separate from those involved in their construction (Bryman *et al.*, 2019). Hence, multiple meanings can exist on the same data. Constructivism emphasizes human participation in the construction of reality since social reality is plural and created by individuals in groups (Guba & Lincoln, 2008). Sefotho (2016) and Sexton and Griffin (1997) are in agreement with Guba and Lincoln (2008) by concluding that according to the constructivist ontology there is no single reality or truth, rather multiple ways of understanding the world considering each historical moment and social context. This study is aligned with this foregoing ontology and therefore seeks to understand reality as relative and further attempts to understand the constructed realities of the student teachers through data construction methods that will be explained in the section 4.6 of this chapter.

The constructivist ontological position allowed me to attempt to understand the specific views of my participants. Walshaw (2012) confirms this by stating that at the centre of research on relativist ontology, realities are local, specific and constructed by social actors that need to be understood, described and interpreted, such as the student teachers being studied here who are attached to the University of Pretoria. To this effect, ontological relativism focuses on subjective aspects of social life and interpretations of meaning rather than on analysis of objective structures. An ontological relativist stresses the meanings given to the world for the purpose of understanding rather than to explain (Grix, 2010); it seeks to examine how participants view and interact, for the purpose of understanding their world and the society in which they live and operate. Hence, for the purpose of my research, a relativist ontology allowed me to attempt to understand the views that the student teachers had on the role of the university as part of a situated, contextualised and organic learning community. This confirmed the consistency of my study to a relativist ontology since it was focused on the analysis of these subjective views of the student teachers on the role of the university.

Moreover, subjectivism is the epistemology of a constructivist paradigm. In the constructivist view, meaning is not discovered but constructed (Crotty, 1998). Sefotho (2016) affirms that according to the constructivist epistemology, reality needs to be interpreted to discover the underlying meaning of events and activities. In this sense, meanings are constructed by human beings as they consciously engage with the world they are interpreting (Crotty, 1998). Guba and Lincoln (2008), point out that according to a subjective epistemology, knowledge can be individually or socially created, by interactions between the researcher and participants. In this sense, Creswell (2007) affirms that researchers and participants develop close relationships, constructing knowledge together. Sefotho (2015) also concludes that in this process, the framework or values of the researcher should be acknowledged and made explicit as was the case in chapter 1, section 1.4 as part of my research identity memo.

A subjective epistemology provided a philosophical grounding for this study. This subjectivism agrees with the purpose of this study since I aimed to construct meanings of my participants' interpretations of reality derived from their social interaction and interpersonal relationships within a particular social or cultural context as the university. Moreover, these views of the student teachers on the role of the university were not constructed in isolation but might be influenced by causes and experiences. It is probable that some of these causes that explain the views of the student teachers might include parents, peers and partners, family interactions and educational experiences, among others. To this extent, subjective epistemology of constructivism was appropriate for this study as the student teachers were able to share their views on the role of the university based on their experiences at the University of Pretoria.

Hence, this study was written from a social constructivist paradigm. I chose this paradigm because it speaks to the type of research questions that I have asked. Similarly, the ontology and epistemology of this paradigm concurred with the focus of this study. The epistemological stress of this paradigm was on the understanding of the social world (Bryman *et al.*, 2019) through an examination of the interpretation of that world by the student teachers. Ontologically, the social constructivist paradigm is subjective, actively constructed by the individuals, as the student teachers. I sought to understand the social

reality and views of the student teachers on the role of the university, in "their own terms" (Bryman *et al.*, 2019, 356).

4.4 Research design

Consistent with the qualitative research approach and the social constructivist paradigm (Interpretativism), an exploratory and arts-informed case study research design was proposed. Scholz and Tietje (2002) define a 'case' as unique, always related to something general. A case is used for purposes of demonstration and learning, both in education and in research. In terms of Rule and Vaughn (2011), a case is a specific example of something that belongs to a larger category of instances. In other words, a case is one among many, which is similar to the many in certain ways, but also specific and individual. In summary, Rule and Vaughn (2011) and Flyvbjerg (2006) clearly state that a case study is a detailed, systematic and in-depth investigation of a particular instance in its context in order to generate knowledge. In this regard, Nieuwenhuis (2007) also states that case study design is part of the social constructivist paradigm and qualitative research approach that provides benefits to research.

There is a consensus among social scientists that case study is beneficial to research. Case study provides closeness to real-life situations and into its multiple wealth of details (Flyvbjerg, 2006). Scholz and Tietje (2002) affirm that case studies are conducted to improve action and make better decisions. Merriam (1998) suggests that insights gleaned from case studies can directly influence policy, procedures and future research. Finally, Yin (2003) concludes that case studies continue to be used intensively in social science research.

This study is an exploratory case study type. There are different classifications about types of case studies. I considered Rule and Vaughn (2011) who state that case studies differ in their purposes as some wish to explore a phenomenon, others to describe, explain or evaluate it. Hence, the purpose of the study could be identified by the research questions that the study seeks to answer. In this regard, this study followed the typology of case studies of Babbie and Mouton (2001) based on the predominant purposes of the research questions. According to these authors, cases studies can be exploratory, descriptive, historical, explanatory or evaluative. Consequently, this study is an

exploratory case study type because its focus on analysis and aims was to understand the views of student teachers of the University of Pretoria on the role of the university and the cause that explains these views.

For the purposes of this study, following Christensen, Johnson and Turner (2015), an arts-informed case study methodology was used which is multi-method. This means that a diverse data construction method such as interviews, observation of an individual, written documents, photographs taken, introspective analysis, among others, could be included. This methodology was chosen because it involves working with rich verbal, visual and written data as part of an inductive approach on the focus of a study. As part of a qualitative approach, several of these data construction methods might be used to try to get the best description or understanding of an event and the meaning it has for the individual or individuals being studied (Christensen *et al.*, 2015). The use of several methods of investigation or sources of data in a study is commonly referred to as triangulation (Bryman *et al.*, 2019). However, Ellingson (2014) stands for the term 'crystallization' for the postmodern-influenced approach to triangulation. This study uses the term 'crystallization' rather than 'triangulation' to maintain consistency in its research approach and paradigm.

Crystallization is a form of validation more consistent with an Interpretative paradigm. Traditionally, in qualitative research, researchers often verify their observations with interview questions to determine if they might have misinterpreted what they had seen. In this sense, Richardson and Adams invoked the crystal as an alternative metaphor to the 'two dimensional', 'three sides', fixed and rigid triangle to approach the world. They affirm: "… the central imaginary is the crystal, which combines symmetry and substance with an infinite variety of shapes, substances, transmutations, multi-mensionalities, and angles of approach" (Richardson & Adams, 2018, 822). Following these authors, crystals grow, change, are altered but they are not amorphous. Crystals are prisms that reflect externalities and refract within themselves. They concluded that what the researcher sees depends on his/her angle of repose. In this regard, Ellingson provides a clear description of crystallization:

> *Crystallization combines multiple forms of analysis and multiple genres of representation into a coherent text or series of related texts, building a rich and openly partial account of a phenomenon that problematizes its own construction, highlights researchers' vulnerabilities and positionality, makes claims about socially constructed meanings, and reveals the indeterminacy of knowledge claims even as it makes them (Ellingson, 2009, 4).*

Hence, crystallization enriches this study by providing clarity to the combination and variety of its research methods. Similarly, crystallization is consistent with the emphasis of 'constructing' data as opposite of 'collecting' it, as well as with the vulnerable position of the researcher and the increasing presence of the student teachers in the study. For the previous reasons, I considered that crystallization was consistent to the relativist and subjective of the social constructivist paradigm of this study. After this description of the research design of this study, in the following section I will describe and justify my research sample.

4.5 Research sample

In this section, I firstly explain my conceptualisation of student; then, I provide a description of the general student population as part of the contact education modality of the whole University of Pretoria by June 2017.

This study considers a "student" (University of Pretoria, 2013, 3) according to the Constitution for Student Governance of the University of Pretoria to be any full-time or part-time student duly registered for an undergraduate or postgraduate degree or a diploma approved by the Senate of the University of Pretoria. The University Constitution excludes (i) all distance education students; (ii) all students who are only registered for modules for non-degree purposes and (iii) all students who are only registered for a course at the campus company Continuing Education at University of Pretoria. This study is focused only on the students as part of the contact education modality, as explained in chapter 1.

This study uses as a reference the University of Pretoria June 2017 census of its students since this census was the closest reference to when the preliminary exploration of the methods was done (May 2017) and the fieldwork of this study started (September 2017).

4.5.1 The University of Pretoria students according to the June 2017 census

Annually the University of Pretoria has two censuses, in June and in November. According to the Bureau for Institutional Research and Planning (University of Pretoria, 2017), it was observed that the September 2017 statistics were very close to the June 2017 figures. It is important to note that the University of Pretoria census considers population of black race, as not equal to the white one. In this sense, all the African students such as: coloured, Indian and unspecified race students are included in this statistic as part of the white race students' group.

The student population as part of the contact education modality of the University of Pretoria in June 2017 was predominantly and ethnically black, female and most at undergraduate level (University of Pretoria, 2017). At June 2017, the total number of students enrolled at the University of Pretoria was 53014 (University of Pretoria, 2017). By June 2017, there were 47077 (89% of the total) students enrolled in the contact study programs and 5937 (11% of the total) students enrolled in the distance study programs. In terms of the contact education modality, they were 26069 (55%) female and 21008 (45%) male students. On undergraduate level there were 34699 students (74%) and on the postgraduate level, 12378 (26%). In terms of ethnic group, there were 25862 (55%) black students and 21202 (45%) white students. It is observed that there is a high difference between black (60%) and white (40%) students on the postgraduate level in comparison with the almost similar percentage on the undergraduate level. In the following section, I will provide specific characteristics of the student teachers of the University of Pretoria, which is the focus of this study, according to the June 2017 census.

4.5.2 The student teachers of the University of Pretoria according to the June 2017 census

After considering the description of the University of Pretoria students by June 2017, a specific description of the student teachers of the Faculty of Education of the University of Pretoria in the contact study modality by June 2017 is needed. At the contact study programme, the student population enrolled full-time at this Faculty was less of the black race (in comparison to the white one), and female and most from undergraduate level. According to the University of Pretoria Census on June 2017 (University of Pretoria, 2017), there were 4380 student teachers on the contact study programme, 3214 (73%) female and 1166 (27%) male students. On undergraduate level there were 3359 students (77%) and on the postgraduate level, 1021 (23%). In terms of ethnic group, there were 2376 (54%) black students and 2004 (46%) white students. It is observed, that there is a slight difference between the race groups of the student teachers. After this brief description of the population of the student teachers at the University of Pretoria, I will describe and justify my research sample.

4.5.3 Defining my research sample

A research sample is either a random selection or sample of the population that a researcher purposefully selects to study (Sarantakos, 2012; Seale, 2012). Researchers use samples because it is very unusual to have the time and resources to conduct research on the entire population that potentially could be included in a study, in the case of this study: all student teachers of the Faculty of Education of the University of Pretoria.

Qualitative studies have specific techniques and purposes that undergird their sampling approaches. Qualitative research typically focusses in depth on relatively small samples, even single cases, selected for a quite specific purpose and with a nonprobability purpose (Patton, 2015). Sampling in qualitative research is less structured, less quantitative and less strictly applied than in the quantitative studies (Strydom & Delport, 2011). Hence, sampling in qualitative research prioritizes the detailed and in-depth quality of information and is undertaken usually after the research has commenced and is limited based on saturation. In this regard, this study initially applied a purposive sampling and then I moved to a convenient sampling. I will explain this change in the following section.

Initially, this study used the purposive sampling as part of a qualitative research approach to respond to the research questions posed. Purpose sampling consists of sampling participants in a strategic way, so that those sampled are relevant to the research questions that are being posed (Bryman *et al.*, 2019). Usually the aim is to ensure that there is variety in the resulting sample, so that sample members differ from each other in terms of key characteristics relevant to the research question. In this regard, the participants of my study were planned to be selected according to these inclusion and exclusion criteria:

Figure 4.1: Inclusion and exclusion criteria of participants

Inclusion criteria, the student teachers must be:

* Full-time registered students at the University of Pretoria at 2017 as part of the contact education modality.

* A representative sample of the University of Pretoria students by the June 2017 census, considering gender and race.

Exclusion criteria,

* All students enrolled as part of a distant study program at UP.
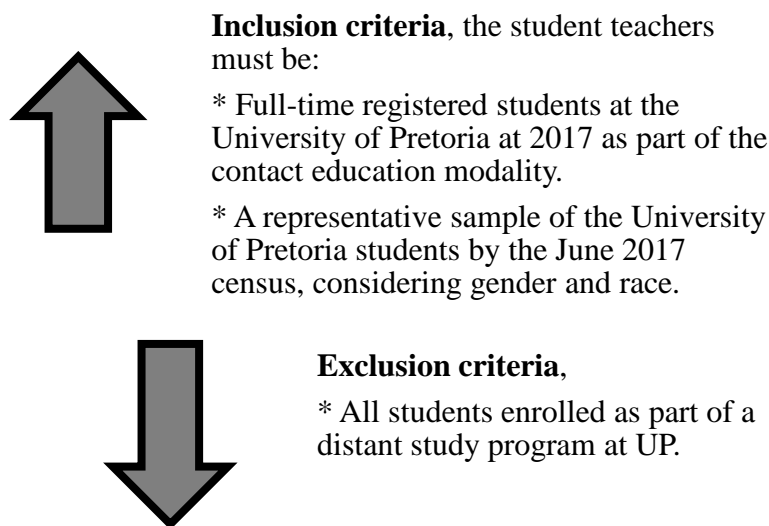
Initially, I was aiming to get the participation of not less than 20 student teachers of the University of Pretoria as a total reference. I had in mind Patton's statement (2002) related to the sample size for qualitative research. Patton affirms that the sample size may not be established prior to data construction process, and very often depends on the resources and time available to the researchers. I proposed this optimistic number considering the innovative methods used in this study, my initial time available and the economic funds to provide materials to apply the arts-informed methods. Having considered all these, I was aware that Patton (2002) and Nieuwenhuis (2007) point out that the size of the purposive sampling is flexible and often continues until no new themes emerge from the data construction process, called data saturation, which means, the point in data construction when new data no longer brings additional insights to the research questions.

This was the initial ideal profile of my purpose sampling. I drew the sample considering the categories stated at the June 2017 University of Pretoria census, such as gender and race. Therefore, my sample also spoke about these aspects. Considering the results of the census of June 2017 for the University of Pretoria student teachers, this study proposed the following reference sample: by gender, in general, for every ten student teachers, seven females (70%) and three males (30%); by race, for every ten student teachers, six must be black (60%) and four white (40%). In this sample, I also follow the categorization of the University of Pretoria census in terms of who the census considers black and white.

Since this study aimed to include the voices of the student teachers as part of a democratized research process, I undertook intensive, diverse and creative ways to contact student teachers of the University of Pretoria to inform and invite them to be part of this study. Based on that, every possible student from the University of Pretoria who fulfils the criteria to be selected in the research could participate in the study.

The student teachers enrolled as part of the contact education modality were extensively contacted during September 2017 through the following formal and informal ways as outlined in Table 4-1 below:

Table 4.1: Formal and informal ways to contact the participants

Formals ways	Informal ways
- An email invitation sent by my supervisor to all the lecturers of the Faculty of Education. - I visited second- and third-year undergraduate classes to address students. - An email invitation sent by the Department of Residence Affairs and Accommodation of the University of Pretoria to all full-time registered student teachers. - I had interviews with the Heads of residences of the main University of Pretoria's residences for the student teachers to explain and invite the students to participate. They put the invitation ads in their notice boards (see the poster of invitation in the Appendix 7), sent an email invitation to their	- I talked to some of the student teachers' residents to invite them to participate. - I put invitation ads on almost all the notice boards of the Groenkloof campus, which is the campus of the University of Pretoria-student teachers. I did it twice during two consecutive weeks. - I posted the invitation of this study on my personal account on Facebook and sent MSN and WhatsApp messages to possible participants. - I left invitation flyers in key places on the Groenkloof Campus where student teachers circulate throughout the day, for example: the two main cafeterias of the educational campus, the photocopy centre, the educational library, the bookshop, and the study areas such as the Research Commons, which are a

Formals ways	Informal ways
residents and encouraged them to participate. • I had interviews with head members of the two Faculty Houses of the Faculty of Education: Docendo Day House and House Education (University of Pretoria, 2016b) to extend the invitation of their members. Both Faculty Houses kindly published the invitation ad in ClickUp, which is the online student platform, accessible by all the student teachers.	dedicated space for registered Masters and Ph.D. postgraduate student teachers.

The reasons why I chose informal strategies to contact the University of Pretoria-student teachers were because some student teachers lived with their parents or in private accommodation, different from the University of Pretoria residences. Similarly, some student teachers were not actively part of any Faculty House activities or use predominantly other formal ways of communication such as WhatsApp or Facebook instead of ClickUp.

In this regard, this study moved from purposive sampling to a convenient sample. A convenient sample is one that is simply available to the researcher by virtue of its accessibility (Bryman *et al.*, 2019). I changed my strategic sampling since I needed to use the sample that was accessible considering the number of participants available. After the expense and diverse call to the participants, a total of five participants were highly committed to be part of this research and completed the two stages of the methodological process. There were five females (100% of the total number of participants), in terms of race: three were white (60%) and two black (40%). In terms of educational level, three were undergraduate student teachers (60%) and two postgraduate student teachers (40%). In this regard, since I ended up applying convenient sampling, I do not claim data saturation. There were six additional student teachers who requested the participant information sheet and consent form (see Appendixes 4 and 5) to be part of the study and two student teachers who withdrew from the study after finishing stage 1.

This sampling is not representative of my population neither can it be generalized considering that this is case study. Regardless of this, the number of participants in this study is the result of an exhaustive process to seek volunteers. Each participant willingly took part in this study with his/her own motivation.

There were some reasons that explain the limited number of students who participated in this study. I assumed that the student teachers who refused to be part of this study were not interested, had apathy or feared to speak out. Other student teachers found it time consuming and difficult to handle their university and other personal duties as being part-time workers, for example. The main reason cited by those student teachers who withdrew from the study was time constraints. There was one student teacher that clearly indicated that her father did not allow her to participate in a study related to university students. I related her justification with the fact that by September 2017, during the time that the fieldwork of this study was conducted, the repercussions of #Fees Must Fall student protest at the University of Pretoria had kicked in. By this time, some students were suspended, others were undergoing court cases, the security measures at the University were highly increased, the academic activities in other South African universities were suspended and campuses were closed by similar groups of this student protest in other universities. In the case of the University of Pretoria, regardless that the classes were re-established during the time that this study was conducted, there was still the memory of campus closure, student agitation on campus threatening to disrupt classes and other academic activities. All these aspects highly affected the normal progression of classes at the University during 2015 and 2016. Regardless of this, during these student agitations, I always respected the student teachers' decisions and clearly explained to the remaining participants that this study is conducted on a voluntary basis and that they can withdraw at any time.

4.6 Research methods for data construction

Methods are instruments or specific research techniques employed in the construction and analysis of data (Sarantakos, 2012). In this regard, methods are not true or false. They are more or less useful, depending on their fit with the theories and methodologies being used and the research topic that has been selected (Silverman, 2013).

I am aware that the persuasiveness of research is based on its consistency in the selection of the methods. The consistency in the methods chosen influences the results of a study (Schwartz-Shea & Yanow, 2012). In this regard, the methodology chosen must be logically consistent with the presuppositions about the reality status (ontology) of what is being studied and its know-ability (epistemology). Hence, the methods chosen in this study should be aligned to my social constructivist paradigm. Consequently, in the following section, I will explain and justify the research methods for data construction processes that this study observed which where arts-informed methods such as drawings and photovoice (photographs) combined with in-depth individual semi-structured interviews and field-notes from observations.

This study used arts-informed methods rather than arts-based methods to try and answer the research questions. There is a difference in connotation between arts-informed and arts-based methods as part of qualitative research (Butler-Kisber, 2010). Arts-based research was coined by Eisner at Stanford University in the early 1990s. He opened the doors to this kind of research and largely through his effort it has grown in the beginning of the 20th century. Subsequently, the term 'arts-informed' was introduced by Knowles and Cole. Their preference for the term 'arts-informed' stemmed from the fact that as educational researchers they were using art to inform their research rather than basing it on art. Perhaps artists involving into this kind of research should use the term 'arts-based', while educational researchers who came to art from research should remain with the term 'arts-informed'. This distinction was helpful when I addressed issues of quality of the drawings or in the photographs as well as in the focus of the research conducted.

The arts-informed methodology emerged in contrast to the use of text in quality research. By the 1990s, qualitative research began to receive acceptance as a legitimate form of research. According to Butler-Kisber (2010), inside qualitative research, researchers questioned the linear and hegemonic practices inherent in traditional texts and began to experiment with art forms and processes in their research. Researchers wanted their work to be more embodied and capable of evoking intellectual, aesthetic and affective responses; to reach wider audiences; and to ignite social action and change. In this context, this study used arts to increase the visual world wherein student teachers and researchers lived. Butler-Kisber (2010) concluded that since the turn of the 21st century, arts-informed work in qualitative research has continued to increase and flourish.

I believe that research has art as its essence. Research and images have a close relationship. Indeed, Warren (2005) suggests that on one level all research practices are visual, since researchers are in the business of describing researched worlds to their readers so that they can visualize their words. For this reason, this study combined art with other methods such as in-depth individual interviews and field-notes from observations. My purpose was to use art as a means of further communication and opportunities for participants to express and to explore their views about a particular research focus (Scarles, 2012). In this process, I was aware that the visual is more-than-can-be-seen (Scarles, 2012). Hence, the researcher and participants were mutually involved in the process of understanding and explanation of a piece of art such as a drawing or a photograph.

This study thus used arts-informed methods such as drawings and photographs (photovoice) combined with in-depth individual semi-structured interviews and field-notes from observations organized in two stages. These data construction methods were in line with the constructivist paradigm and qualitative research approach of the study. Each participant completed the two stages of the study. The stages, methods and their details are unpacked as follows:

Stage 1:
In this stage, in-depth individual semi-structured interviews and drawings were applied as data construction methods. Each in-depth individual interview with each participant was audio recorded. The average duration of the interviews in this stage was 60 minutes. Each interview was arranged by mutual agreement between the researcher and the participant, in terms of its place, day and hour.

At the beginning of this stage, I provided a description of the rationale and motivation of this study, my research questions, the strategies that I will be using to guarantee their confidentiality and anonymity (see the Appendix 1: Orientations and questions of the data construction process), the 'Participant information sheet' and I thereafter asked the participants to sign the 'Consent form' (see Appendixes 5 and 6). Each participant answered a short questionnaire about her study career, study year, department where she was enrolled, race, to which generation she belongs in their family that attend the

university, and why she wanted to be part of this research. My purpose was to establish a profile of each participant as well as to have a glimpse of their life story. Each participant was asked to create drawings to facilitate a clear expression of their ideas. Also, field-notes from observations were done by the researcher during this stage 1. Information provided and key aspects of participants' behaviours were annotated.

My role as the researcher in this stage was: (1) to provide the materials needed by the participants (papers, pencils, an eraser and coloured pencils); (2) to facilitate the free expression of the participants; (3) to guarantee the clarity of the participants' ideas about the focus of the study; (4) at the end of the stage, to transcribe the interviews; (5) to send the transcription of the interviews and the drawings to the participants before stage 2 for member reflections. I used Google drive to share the audio recording; and (6) to elaborate on versions of the transcriptions, after the member reflections.

Finally, at the end of stage 1, participants received indications to take ten reflective digital photographs about what their views on the role of the university were. I consider that the number of photographs requested provided a reasonable reference to the participants to discuss their views in stage 2 of the data construction process. Also, this number of photographs was manageable and affordable for me to print in colour and to discuss them with the participants. All participants received a 'Short guideline to take photographs' (see Appendix 2). This guideline reminded the participants about the focus of the study, the number of photographs to be taken, orientations to send them, and the purpose of the photographs in stage 2 of the study. On average, each participant took four weeks to send their photographs. The participants sent their photographs to me by email or by WhatsApp before stage 2 started.

Stage 2:
In this stage, in-depth individual semi-structured interviews using photographs (photovoice) were applied as a data construction method. By this stage, each of the ten reflective digital photographs taken by the participants were printed in colour by me. Each participant had an individual conversation with me which was audio recorded. The average duration of the interviews was 70 minutes. Each interview was also arranged by mutual agreement between the researcher and the participant, in terms of its place, day and hour.

Each conversation had two parts: the first part was to know the process that they followed to take the photographs and to know some student teachers' reflections about that process. This was done to receive feedback about the use of the arts-informed methods by the participants. All the participants stated their pleasure in taking photographs to express their views on the role of the university. Similarly, all agreed on the outstanding potential of these methods to foster reflexion and creativity. Most of the participants found the method challenging, insightful and pleasant to find things that encapsulate their views in photographs.

The participants followed different processes to take the photographs. In most cases, they took the photographs and immediately wrote their views or reasons that motivated them to take that photograph. In this way, it was easier for them to recall the purpose of each photograph for the interview. One participant decided to select photographs of herself to express her views on the role of the university. Other participants, rather than take new photographs, selected some old ones from when they were at high school, or at the early stage at the university. Most of the participants took new photographs.

The second part of the interview was to ask them to organize the photographs taken by priority under any criteria that they prefer in order to explain each photograph one by one. Then, I asked each participant to explain the criteria that they used, and they proceeded to explain their photographs. In this regard, some criteria used to organize their photographs were from more concrete ideas to more metaphorical ways. Others chose a chronological criterion related to their personal educational journey. In another case, a participant chose a thematic criterion, and another organized her photographs by priorities.

In stage 2, printed photographs taken by each participant were provided and participants were requested to explain what they wanted to depict in each photograph related to their views on the role of the university. A register of these hierarchies was done. Field-notes from observations were also done during stage 2. Information was provided and key aspects of participants' behaviours were annotated.

It was important to conduct a preliminary exploration of the methods as part of a qualitative study (Williamson, 2014). This preliminary exploration allows the researcher to focus on specific areas that may have been unclear previously; to explore the nature of the questions; to establish effective communication patterns; to estimate the time and cost that may be involved; as well as pre-empting the problems that may arise during the actual qualitative conducting of the methods.

In this regard, all the research methods of this study were trialled beforehand. The preliminary exploration of the research methods was done in May 2017 to assess the stages planned and to identify aspects that can be improved on. From the method used to contact the participants, to the content of the forms to be signed by them, the process of conducting the interviews about the drawing and the photographs (photovoice), up to technical aspects such as better ways to record the audios was straight forward (see Appendix 3: Outcomes of the preliminary exploration) were preliminary explored.

I contacted a female and a male friend, both full-time students of the University of Pretoria to be part of the preliminary exploration process. They belong to undergraduate and postgraduate level respectively. One was black and the other white. I used my office in the Human Science building, at the Hatfield campus of the University, to conduct all the interviews. I firstly explored with each of the participants, each of the stages of the research method process.

My role as a researcher in stage 2 was: (1) to provide the materials needed by the participants (photographs printed); (2) to facilitate free opinion of each participant; (3) to write down key aspects of participants' behaviours during the interview; (4) to guarantee clarity of participants' ideas about the focus of the study; (5) at the end of the stage, to transcribe the interviews; (6) to send a transcription of the interviews that include their photographs used in the stage 2 to the participants for member reflections; and (7) to elaborate a last version of the transcriptions, after the member reflection is done by the participants to guarantee accurate expression of ideas. In the following section, I will describe each of the methods used in this study.

4.6.1 In-depth individual semi-structured interviews

This study used Nieuwenhuis' (2007) definition of in-depth individual interviews. He points out that an interview is a two-way conversation in which the interviewer asks the participants questions to construct data and to learn about views, ideas, beliefs and behaviours of the participant. Nieuwenhuis affirms that the aim of a qualitative interview is to see the world through the eyes of the participant. I chose to use this method in this study because I wanted to capture rich descriptive data that could help me to understand the student teachers' construction of knowledge about the role of the university.

This study used Babbie and Mouton (2001) and Andersson's (2012) approach to conduct an in-depth individual interview and what is the relevant content to register on it as part of answering my research questions. Babbie and Mouton (2001) describe an in-depth interview as a process where the researcher is not only interested in the content of the conversation, but rather also in the process by which the content of the conversation has come into being. In this sense, when I conducted the in-depth individual semi-structured interviews, I occasionally asked 'why' questions and discussed relevant contradictions. The focus of my in-depth individual interviews was to know more about the way in which the views of the student teachers came into being, rather than only about what exactly their views were. Similarly, Anderson (2012) drew my attention to the fact that an in-depth individual interview is a form of observation. In this sense, as part of this study, I was not only interested in what the student teachers said, but how they said it and what they actually did while saying it.

As part of the in-depth individual interviews, I used three probing strategies to construct the maximum amount of data and to verify that what I heard was what the student teacher has meant to say. These three probing strategies were: detailed orientated probes, elaboration probes and clarification probes (Nieuwenhuis, 2007). Following Nieuwenhuis, (i) a detailed orientated probe was used to ensure the understanding of the who, where and what of the answer given by the student teacher participant. Sometimes using 'why' type questions were experienced as threatening by my participants, however, they were insightful for the focus of my study; (ii) an elaboration probe involves asking the student teacher to tell more about a certain view, metaphor or answer given; finally, (iii) the clarification probes were used to check if the understanding of what has been said

was accurate. I used paraphrasing (giving the gist of what I thought I heard or understood) to confirm what had been said by the student teacher.

All the ten in-depth individual semi-structured interviews, two per participant, were digitally recorded. I also did ten sets of field-notes from observations, one per each interview. These strategies allowed me to review the answers of my participants and ask additional questions through the interviews along the focus of the study. After the end of each interview, I heard the audio recording, reviewed the field-notes and reflected on the interview to identify gaps needed to explore more or a possible follow-up communication. All the transcriptions were done by myself shortly after each interview finished, as Nieuwenhuis suggested (2007). As per Paulus, Lester and Dempster, I decided to have a "gisted approach of transcript" (Paulus, Lester & Dempster, 2014, 100), specifically a condensed transcript type following the purpose of my study. According to Paulus and contributors, a gisted transcript gives the gist, main ideas or the most important point in an audio. A "condensed transcript" (Paulus *et al.*, 2014, 101) is a type of gisted transcript that keep the participants' exact words without including unnecessary words, such as 'ums', 'eh', among others. Following Lochmiller and Lester (2017), condensed transcripts do not add any additional transcription symbols or details to represent conversational features of the interaction such as places where something was being said loudly, the length of a silence or gaps in speech, as is the case in the Jeffersonian transcript type which is mainly used for discourse analysis studies.

4.6.2 Arts-informed methods

This study used drawings and photovoice (photographs) as arts-informed methods as part of its qualitative research process.

Following Prosser and Burke (2008), the use of photovoice promotes a collaborative research process among the student teachers and the researcher. According to Butler-Kisber (2010), by including photovoice in a research, participants are repositioned as producers or directors of the research process. It is so since the photographs were taken without my presence as a researcher and in places that the participants choose and hence convey as important. This transference of power is referred to as giving 'photovoice' to participants. In this regard, I agree with Anderson (2012) in that transference of power

into participants' role is useful. Anderson (2012) also affirms that in-depth individual interviews with 'participants-produced photographs' ascribe more authority to the participants than 'traditional oral-only interviews'. Similarly, in terms of Prosser and Burke (2008) using photographs for elicitation involves a basic paradigm shift that situates the participants as inquirers in the process as 'researchers with' instead of being simply respondents. This level of involvement of the student teachers portrays the essence of my relativist ontology, subjective epistemology, qualitative methodology and flexible axiology of my social constructivist paradigm.

a. *Drawings*

Drawing is a combination of individual's subjectivity and objectivity. According to Cannon (2012), the drawing methodology is a form of visual research used to understand people's impressions, perceptions or held subjectivities toward persons, places or things. Drawing links linguistic and pre-linguistic meanings together to get to the root of perceptions concerning the personal, social and cultural dimensions of the participant.

I chose to use the method of drawing in this study to facilitate a clearer expression of the views of the student teachers. I consider drawings as an arts-informed method that richly enhances the expression of participants' views. This statement is in line with Cannon (2012), who affirms that drawing is a simultaneous and self-reflexive expression of an individual's subjectivity (that can be understood as views, knowledge, perceptions, memory, skills or attitudes) and the objectivity of the drawing created (which is the representational verisimilitude or visual correspondence to a perceived experience on the drawing *per se*).

This study used drawings in stage 1 of the data construction process. Each student teacher was requested to draw a representation of their views on the role of the university using an A4 sheet of paper, a pencil and coloured pencils. They were requested to feel free to draw whatever they had in their mind related to what they think is the role of the university in general. I reminded the student teachers that I was interested in what they draw, and not in how well they draw. At the end of the interviews, a transcription of the interview and a copy of the drawings were sent to the participants for member reflection.

b. Photovoice (photographs)

This study used photovoice as part of a collaborative research process and for elicitation. Photovoice is a method where participants use or take photographs with cameras to elicit responses or to capture images to express understandings of particular phenomena as part of a research process (Prosser & Burke, 2008). I decided to use photovoice to promote a collaborative research process among student teachers and myself. In this way, I wanted to foster research as a creative, engaging, reflective and empowering process.

This study used a critical approach to photographs. Rose (2001), affirms that photographs or visual texts are never innocent; they are always constructed through various practices, technologies and knowledge. For this reason, this study used the agency of the photograph to attempt to understand the specificity of those views of the student teachers on the role of the university. I was aware that photographs, while powerful and seductive, like all texts, are socially constructed (Butler-Kisber, 2010), hence a critical approach is needed. This study used photovoice in stage 2 of the data construction process as explained in the introduction of the research methodology chapter.

This study used photovoice as an elicitation process as stated by Caroline Wang. Wang (1998) states that an elicitation process for photovoice is being used or adapted in many places around the world. This study used the following specific aspects of Wang in using photovoice in research. I used photovoice:

- to work alongside participants to create a focus for a series of photographs.
- to send the participants out into the community to take the photographs.
- to select the photographs for more discussion.
- to facilitate a discussion and critical dialogue about the photographs, and
- to create stories based on the photographs taken by the participants

However, there were other aspects in Wang's use of photovoice that this study was not applying such as to elaborate an overall plan worked out with the participants for how to disseminate the findings, reach policy makers and influence public decisions.

According to Scarles (2012), it is important that the researcher should be entirely clear about what is expected of participants. Some aspects to consider are the research-specific context, content, number of photographs to be taken, level of skill required and the emphasis on capturing personal and meaningful experience (the reasons for taking them) rather than producing professional, aesthetically pleasing photographs. In this regard, I explained to the student teachers that the context of the photographs was the purpose of the study. Similarly, that their digital photographs should be reasonably clear about meaningful things for the participants.

This study avoided feelings of inadequacy or failure, to seek researcher's approval or to think that the participants' photographic skills may be judged in the photovoice (Scarles, 2012). As part of the 'Short guideline to take photographs' sheet (see Appendix 2), received by each participant, they were aware that the process was not to assess the participants' photography skills rather, it was to primarily know their views on the role of the university and the causes that explain how these views emerged. This emphasis was also done orally before the participants do their drawing or photographs.

This study chose to use photovoice to provide a hospitable, engaging and creative way to the participants so that they can freely express their views about the role of the university. Prosser and Burke (2008) note an advantage of using photographs for elicitation rather than the traditional format of doing in-depth interviews alone. The focus on photographs, rather than on the only participant-researcher interaction, creates a 'neutral third party' (the photographs) that negates the need for eye contact and, as a result, makes the atmosphere in an interview more relaxed. Similarly, Oliffe and Bottorff (2007), affirm that the use of photographs provides security and comfort to the participants since they reach out to touch or hold onto the photographs that are present within the conversation.

Finally, this study valued the benefits of using photovoice in constructing insightful data. Butler-Kisber (2005) also affirms that using photographs as part of research opened up avenues for discussion in the interviews that would not have emerged otherwise, and also helped to make interviews very concrete. Researchers who used photographs remarked on how much deeper the interviews seemed to go because of the photographs (Butler-Kisber, 2005). In this study, the visuals supported the in-depth interviews and helped to

advance the discussions in ways that would not have occurred if participants had just reported narratively.

In summary, the research methods used in this study aimed to understand the views of the student teachers on the role of the university in a collaborative way. In order to do that I conducted ten in-depth individual interviews, two per each participant, as part of the two stages of the research methodological process. I also used arts-informed methods such as drawings and photovoice (photographs) combined with in-depth individual interviews and field-notes from observations. In this regard, the student teachers took 50 photographs (ten per each participant), and I did ten sets of field-notes from observations on the interviews, one per each interview. This data was analysed using specific techniques which will be explained in the following section.

4.7 General research methods for data analysis

Sections 4.8 to 4.11 provide a detail description of the analysis process of the data and the findings related to each research question. This study used ATLAS.ti 8™ software and the following general research methods for data analysis: member reflections, reflecting with supervisor, denotation and connotation of drawings, and photovoice techniques.

These research methods for data analysis are related to the following research methods for data construction:

Table 4.2: General research methods for data analysis

Methods for data construction	General research methods for data analysis
Stage 1: In-depth individual semi-structured interview.	• ATLAS.ti 8™ software. • Member reflections. • Reflecting with supervisor.
Drawings.	• Denotation and connotation based on the student teachers.
Stage 2: In-depth individual semi-structured interview.	• ATLAS.ti 8™ software. • Member reflections. • Reflecting with supervisor.
Photovoice (photographs).	• Photovoice analysis methods.

In the following section, I will explain each general research method for data analysis that this study used. I will follow this sequence: (1) Member reflections; (2) Reflecting with supervisor; (3) Denotation and connotation of drawings; and (4) Photovoice analysis techniques.

4.7.1 Member reflections

The member reflections data analysis technique was used in the following data construction methods: in-depth individual interviews using drawings (stage 1) and in-depth individual interviews using photographs (stage 2).

I used the term 'member reflections' since the label of 'member-checking', or member validation or verification suggest accuracy of a single true reality, which is contradictory to my research paradigm. 'Member reflections' was more accurate to an interpretative paradigm where knowledge is socially constructed, and the aim is to foster a dialogue with the participants about the study findings and provide opportunities for questions, critique, feedback, affirmation, and even collaboration. Definitely, 'member reflections' provided space for additional data, reflection and complexity (Tracy, 2010).

I used member reflections by the participants of this study to promote its credibility. Miles and Huberman (1994) state that one of the most logical sources of corroboration is the same people with whom the researcher has talked. In this sense, participants can act as judges, evaluating the major findings of a study. This study requested feedback from the participants during the data construction process. I considered Miles and Huberman's suggestions of when a finding begins to take shape, the researcher may check it out with new participants and/or with key participants, often called 'confidantes'. This study did the check-out processes with new participants and key participants, to verify the interpretations of the study. As a researcher, I was aware of the risk of introducing bias by feeding things back in the course of the study that may change participants' behaviours and perspectives.

Similarly, I was aware that studies that include arts-informed data construction methods raise emotions and other subjectivities. Cannon (2012) points out that in general any arts-informed methods can bring out emotions, attitudes, beliefs or other subjectivities. I was

aware that the findings in these studies are based on sensitive power-reflexive conditions and might arouse conflict. Based on that, I followed Cannon's suggestions that a responsible researcher should take time to debrief participants and let them know the initial interpretations, and to solicit their views and expertise throughout the study. Hence, those were the reasons that the student teachers were consulted during the fieldwork as well as receiving the transcriptions of their interviews and were able to do all the modifications needed or to confirm their views. Only the transcriptions previously approved by the participants were analysed.

4.7.2 Reflecting with supervisor

This study used reflections with a supervisor as a data analysis technique in an on-going manner as part of the data construction process. This study used the contributions of Hancock, Algozzine and Patton related to the role of a supervisor that act as a critical peer reviewer. In regard to the confirmation of the findings in a case study research, Hancock and Algozzine (2011) recommend that a case study should solicit scrutiny of the reports from experts of the topic under investigation. Accuracy, clarity and meaningfulness should be analysed. This was the important role that my supervisor had in the study.

Finally, this study considered Rose's recommendations to promote credibility to the study. Rose (2001) recommends a discussion of the arts productions such as drawings and photographs with critical research colleagues such as my supervisor, to bring unarticulated ideas to the surface. I found this process useful as when I, as a researcher did a reflective process of the study.

4.7.3 Denotation and connotation of drawings

This study used the denotation and connotation data analysis techniques to analyse the drawing data construction method.

Denotation and connotation complement each other. 'Denotation is the explicit or direct meaning of a word or expression. A 'denotation' is distinguished from the ideas or meanings associated with it or suggested by it (Dictionary.com, 2016b). A 'denotation' names or signifies something specific. For example, 'wind' is the denotation for air in

natural motion; 'poodle' is the denotation for a certain breed of dog. Hence, denotation is referring to the literal meaning. On the other hand, 'connotation' is an additional or secondary meaning, association or idea suggested of a word or expression in addition to its explicit meaning or denotation (Dictionary.com, 2016a). For example, a possible connotation of 'home' is 'a place of warmth, comfort and affection'. Hence, connotation is referring to the interpretative meaning.

Similarly, Hall (1997) describes the objective reality (denotations) and subjective perceptions (connotations). According to Hall (1997), the objective reality (such as drawings, sketches, portraits, landscapes, maps or diagrams) and subjective perceptions (connotations) are joined together in a way that allows researchers to understand 'constructions of social reality' rather than 'the reality of social constructions'. Hence, this study analysed each participant's drawing, for example, aiming to understand the construction of the social reality expressed in it rather than to seek the reality in the drawing.

I state that a drawing must be accompanied by an authentic verbal interpretation. Cannon (2012) argues that drawing has a latent subjectivity. The integrity of the drawing is contingent on the skills and the social conditioning of the author. Drawings can be abstract, childlike or highly sophisticated maps, diagrams or even computer-generated simulations. Considering the drawing's relativity and dynamic networks of meaning, I was aware that a drawing requires a collaborative effort between the author and the interpreter to identify if the drawing of a brown horse, for example reveals that, 'I think I see a brown horse' or that 'I do not like brown horses'. Similarly, Clark (2011), called my attention to the fact that drawings are not artefacts that speak for themselves. The authors of those drawings must be involved in this interpretational process. For this reason, in this study each drawing done by each participant is joined by an explanation of its author; the explanation was recorded and a transcription of the audio was sent to the participant for member reflection to obtain a credible explanation.

I was also aware of some concrete aspects to consider in the analysis of a drawing. Cannon (2012) states that the age, gender, cultural background, socioeconomic conditions, education, nationality and other characteristics of the author of the drawing might have an effect on how a person draws. The skill and level of detail in the drawing are related

to the education or training, attentiveness to the environment or the level of involvement or understanding about the purpose of the drawing. The composition of the drawing (the arrangement of pictorial elements) reveals participants' views and sense of priorities and importance. Similarly, thickness of line and certain embellishments reveal the certainty, anxiety or confidence of the artist of the drawing.

In this regard, this study used an adaptation of the steps to analyse drawings suggested by Cannon (2012) to organize the denotation and connotation insights. The steps to analyse drawings that this study used are: (1) to code sections of the drawings; (2) to perform content analysis to generate drawing section types or categories that might be mutually comprehensive and exclusive aiming to understand the views of my participants; and (3) to perform interpretative analysis using a general framework of semiotics and relevant theoretical themes that emerge from the drawings. In this last step, a careful analysis of sections of the drawing, their denotation (point of view/perspective, foreground/background and proportional relationships) might offer additional information concerning the participants' attitudes toward themselves or the focus of the study, in other words, their connotation. I concurred with Cannon that these original explanations were necessary to interpret the drawings. This study did not use the step to generate statistical analysis to identify the validity and reliability of types of drawings suggested by Cannon, since I found it contradictory to the social constructivist paradigm of this study.

Finally, this study recognized that drawings are self-reflexive, revealing things about the participants both purposeful and subliminal. This study considered Cannon's (2012) suggestions in terms of aspects in interpreting drawings' denotations and connotations , such as the following: (1) power relations: power can be represented by literal depictions (drawings of teachers, politicians or other authority figures such as churches, male/female relationships, adult/child,) or by the composition (scale, proportion and proximity); (2) metaphors: modes of representation in drawing can express something more than a combination of images only. These modes of representation can express timeless themes of the human condition (confrontation and isolation, dualism and separation, achievement and vain pursuit, exploitation and justice, pain and consolation, the spiritual and the profane); and (iii) style: consider hidden variables in the form of thick or thin lines, solid and broken lines, shading, extra scribbling or doodling, placement within the frame,

relation to other drawn objects, symmetry, colour, tone, point of view, proportion and perspective.

4.7.4 Photovoice analysis techniques

This study used photograph analysis techniques suggested by Collier (2001) to analyse the photovoice data construction methods. This study adapted the photograph analysis procedure suggested by Collier (2001) which includes a direct and indirect analysis of the photographs. Firstly, the procedure of 'direct analysis' of the photographs was done by me as the researcher. This first stage consisted of examining the corpus of the photographs while making note of initial impressions and feelings. This allowed the cultural circumstances of the photographs to speak in their own terms. Then an inventory of all the images included in the photographs was made using categories that reflect the focus of the study. This was followed by a deeper analysis through the photographs in response to specific questions to help fine-tune initial descriptions and discoveries. Finally, as part of this 'direct analysis' of the photographs a search for meanings was done based on the entire visual record so those details from the deeper analysis could be placed in the context that defines their significance. This process, done by me, was useful to have an initial impression of each photograph and of each group of photographs by participants, to attempt some interpretations and to write some questions to be included in the in-depth individual semi-structured interviews with the participants.

Secondly, as part of the procedure of 'indirect analysis' the participants gave their personal explanation of the photographs and responded to my initial understanding of the photographs. I was aware that frequently, the 'indirect analysis' of the photograph often had little connection to the details of the images, which may only serve to release vivid views, memories, feelings, insights and thoughts (Collier, 2001). The 'indirect analysis' of the photographs, which was the explanation that prevails, gave rise to stories and further dialogue that deepened the understanding of the participant or generated significant perspectives. In the words of Maxwell and Miller (2008), the 'indirect analysis' of the photographs emphasizes the contiguous and contextual dimensions of experience and understanding, or connects orientation to inquiry as part of the study.

I was aware that Andersson (2012) points out some critiques about the natural ambiguity -multiple meanings for different subjects- of using photographs in research. As a researcher, instead of seeing this ambiguity as an obstacle for gaining the truth behind the photographs, this study considered this ambiguity as an important starting point to conduct an analysis of the social construction of meaning. This was particularly important when this ambivalence of the participant's narrative was identified, and it was consistent to the social constructivist paradigm of this study.

This study applied an inductive analysis of data constructed. According to Cho and Lee (2014), inductive analysis allows research findings to emerge from the frequent, dominant or significant themes that are directly drawn from the data. Similarly, Mayring (2000) and Kiboiy (2013) state that inductive analysis allows the researcher to identify and analyse themes that emerged during the study. I chose to apply inductive analysis of data because it is aligned to the paradigm of this study. My aim in applying an inductive analysis of data was to interpret and make sense of what is in the data. In this regard, I applied in this process creativity, discipline and a systematic approach.

This study used content analysis as data analysis strategy. Content analysis is a research method for the subjective interpretation of the content of text data through a systematic classification process of coding and identifying themes or patterns (Hsieh & Shannon, 2005). The aim of content analysis is to look at the data from different angles to identify keys aspects in the texts which will help to interpret the raw data (Cho & Lee, 2014). Qualitative content analysis is frequently used to answer questions such as what, why and how, and with the purpose of identifying common patterns in the data by using a consistent set of codes that were then categorised in order to answer the research questions (Cho & Lee, 2014; Heikkilä & Ekman, 2003). In this regard, this study applied a conventional content analysis (Hsieh & Shannon, 2005) with an inductive category procedure only (Mayring, 2000) that avoided using preconceived categories and allowing codes that form categories, and names for categories to flow from the data. Hsieh and Shannon (2005) proposed three distinct approaches to qualitative content analysis: conventional, directed or summative. A key difference among these approaches was how initial codes are developed. A conventional content analysis study starts with observation, rather than theory or keywords; the codes are defined during data analysis; and the codes

are derived from the data rather than from theory, relevant research findings, interest of researchers, or review of literature.

In addition, this study uses ATLAS.ti 8™ software to organize textual and image data. A huge amount of unstructured textual data -such as transcriptions of in-depth individual interviews, drawings and photographs data- generate serious data management problems that could not be solved easily by the use of standard database systems (Henning *et al.*, 2004; Paulus, Woods, Atkins & Macklin, 2017). In this context, the computer assisted/aided qualitative data analysis software (QDAS) offers tools to assist conducting transcription analysis, coding, text interpretation and content analysis, among other activities. Computer software for quality research such as ATLAS.ti 8™ or NVivo allows researchers to organize large unstructured textual material by attaching codes to certain text passages forming a network of code categories. Both NVivo and ATLAS.ti 8™ support data-code relationship displays and visualizations (Paulus *et al.*, 2017).

I used the ATLAS.ti 8™ software because it has a graphical network builder as an additional feature in comparison to other qualitative research software (Henning *et al.*, 2004). This feature provided more precise connections as part of the analytic work dealing with texts and codes, while others, like NVivo, offered an integrated drawing module which did not allow the manipulation of underlying relationships (Weitzman, 2009). Considering these technical aspects as well as that ATLAS.ti 8™ was the qualitative software provided by the University of Pretoria, I decided to use this software as part of this study even though I had to learn how to use it from scratch.

As a researcher, I was aware that the use of computer packages was not appropriate for all types of qualitative research, especially to use it as part of a discourse data analysis strategy. Nieuwenhuis (2007) describes a discourse analysis strategy as one that focuses on the meaning of the spoken and the written word, as well as the reasons why the ideas are expressed in the way they are. This kind of data analysis strategy examines written texts and spoken words to reveal the discursive source of power, dominance, inequality and bias, and how these sources are initiated, maintained, reproduced and transformed within specific social, economic, political and historical contexts. In this context, according to Willig (2001), considering the concern of the ways in which meaning is constructed through language and how it varies across context, computer packages are

unlikely to be helpful for discourse analyses. Willig affirms that in such type of analyses, attention is paid to the variability and flexibility of discursive constructions and practices. In this regard, the same words can mean different things in different contexts, since these meanings are socially negotiated, and these absences can carry several significant meanings. Considering Willig's ideas, computer packages as ATLAS.ti 8™ had limitations in their use as part of discourse data analysis strategies.

Hence, this study used the computer software program ATLAS.ti 8™ since it was the most convenient tool to assist in collecting, categorizing, interpreting and processing a large amount of information (Hancock & Algozzine, 2011) as part of an inductive and content analysis strategy. Henning (2004) and Sather-Wagstaff (2012) clearly state that the strength and contribution of computer-aided text analysis such as ATLAS.ti 8™, lie in ordering, structuring, retrieving and visualising tasks. However, I was aware that computer software can help analyse data, but it was not capable of comprehending or discerning the meaning of words, drawings and photographs. Put simply, ATLAS.ti 8™ could not do the analysis for me (Saldaña, 2015).

Sections 4.8 to 4.11 explain in detail the analysis process of the data and the findings related to my two research questions.

4.8 Analysis process of the data: first research question

I decided that the most appropriate way to conduct my analysis was on two levels considering the two research questions, which are: what are the views of the student teachers of the University of Pretoria on the roles of the university? and how and why did these views emerge? Hence, the chapters 5 and 6 of this study are named: 'Presentation of findings', but with different levels. These levels are: Level 1: 'views on the role of the university' (chapter 5), and Level 2: 'causes that explain these views' (chapter 6). In chapter 7: analysis and discussion, I integrated these two levels of analysis. The reason for analysing the data on two levels was based on the nature of the study and to provide clarity to the reader. In addition, this method of data analysis relates well to my literature review and theoretical framework which focuses on the role of the university.

In chapter 5, as a qualitative data analysis approach, I conducted a thematic analysis of the data (Bryman *et al.*, 2019) searching for themes about the views of the student teachers of the University of Pretoria on the role of the university. I identified core themes considering the content of my data as well as the frequency of the occurrences of certain incidents, words, phrases and so on that denote a theme during my coding process. This process utilised a kind of quasi-quantification that influences the identification of themes and the elevation of some themes over others.

I recognized that it is important to make my analysis visible to others. In this regard, I generated an audit trail (Lochmiller & Lester, 2017) of the decision-making process of how I moved from quotations to codes, from codes to categories, and from categories to themes. This clear account of my analytic decisions is critical for maintaining transparency and quality within the analysis process, thereby strengthening the trustworthiness of the study.

The following figure describes the analysis process of the data that I followed in this Level 1 of analysis:

Figure 4.2: Phases of the Level 1 of analysis
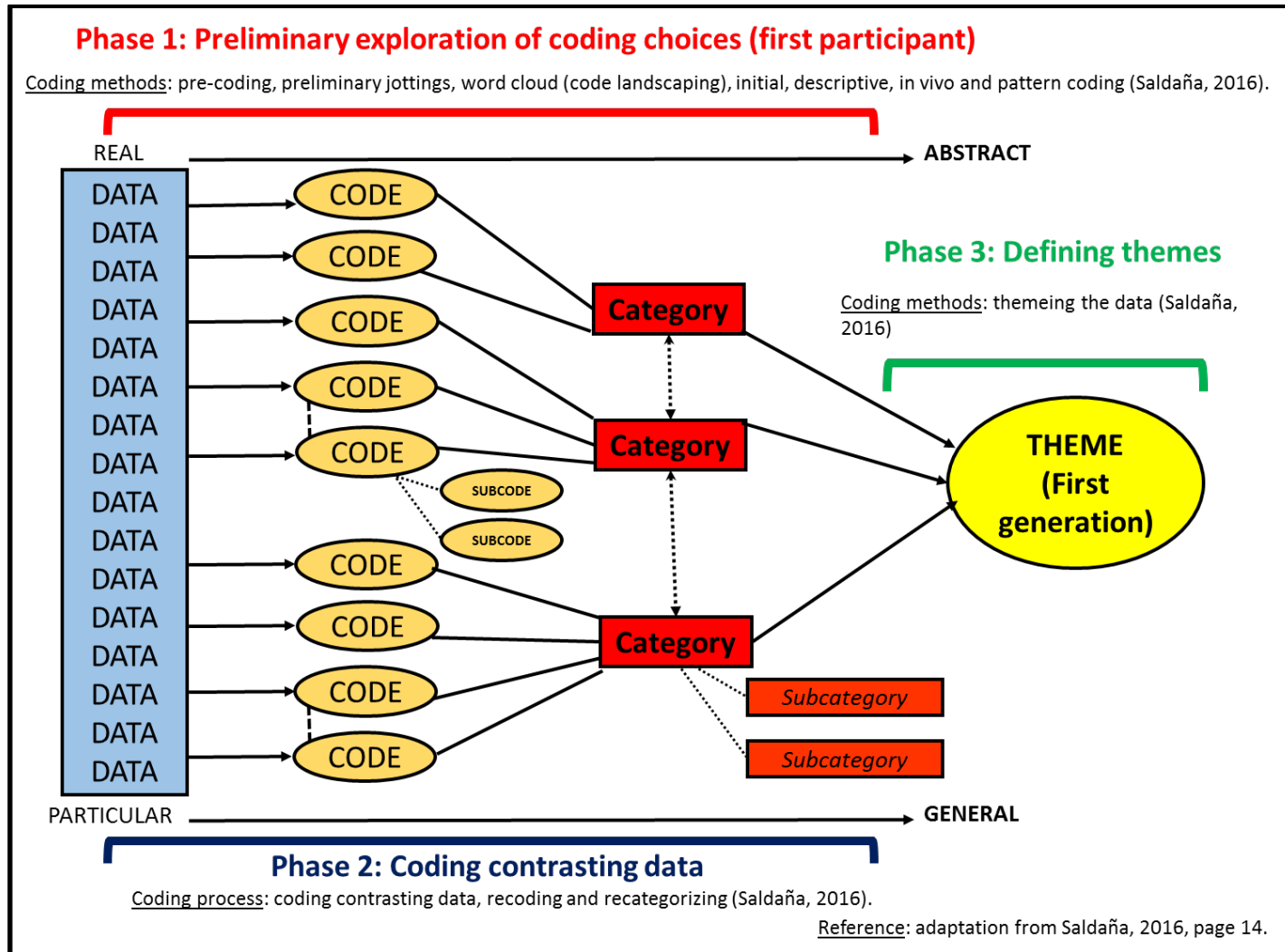
I will now explain the three phases of the analysis process of the data in this Level 1 of analysis:

a. Phase 1: preliminary exploration of coding choices (first participant)

Phase 1 of the analysis process of the data consisted in doing a preliminary exploration (Williamson, 2014) or pilot-test of the coding choices, categories and themes (Saldaña, 2016) of the data of the first participant. In this regard, I worked with the 15 documents from my first participant which are: two transcriptions of interviews, two field-notes from observations, one drawing, and ten photographs. The purpose of phase 1 was to conduct an intense analysis of the data and to identify codes, categories and themes that serve as a reference for the data coding of the other four participants. I also identified ungroup codes, which are the codes that do not fit into any of the categories or themes previously identified related to the role of the university mentioned by this first participant.

At this point, it is important to clarity the idea of quotations, codes, categories and themes. Firstly, this study conceptualises a 'quotation' as marked data segments that has a clearly defined start and end point (Friese, 2014). A quotation reference is made up of an ID (a primary document number indicating where it belongs and a number that indicates the sequence of when it was created), a name (based on the first 30 characters of a text quotation or the name of the primary document), and the position of the quotation in the document.

Secondly, a 'code' in qualitative inquiry is: "… most often a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language or visual data" (Saldaña, 2016, 4). A code is the label assigned to a fragment of the data (Boeije, 2010). In other words, a code is a researcher-generated construct that symbolizes or translates data based on an interpretative process, known as coding. In this regard, coding summarizes, distils or condenses data to codes (Saldaña, 2016). Coding is the transitional process between data construction and more extensive data analysis.

Thirdly, a 'category' is a cluster of codes or a family of codes based on their similarity and regularity, since they share some characteristics (Boeije, 2010). As a researcher, I searched for patterns in my coded data to categorize (Saldaña, 2016).

Finally, a 'theme' is the result of the comparison and consolidation of major categories with each other (Saldaña, 2016). Following Saldaña, a theme is an interpretation, an outcome of coding, categorization, and analytic reflection and not something that is in itself coded.

My approach was to generate theory from my study rather than conduct my study with reference to hypotheses and ideas inferred from the theory (Bryman *et al.*, 2019). In this regard, I followed a systematic analysis process of the data that implies a progressive refinement of codes as part cyclical processes (first, second, third, fourth, or more cycle of coding) comparing data to data, data to code, code to code, code to category, category to category, category back to data, and so forth. (Saldaña, 2016). Initially, I read each of the transcriptions and field-notes from observations to identify the main roles of the university expressed by my first participant. Then, I worked manually and used different colour pens and highlighters to identify the roles of the university expressed in the written transcription, specific sections of the drawing or the photographs taken by my first participant. Then, I created a composite diagram of the main roles of the university expressed and a preliminary manual (coloured pen and paper) coding of the transcriptions. Finally, I reviewed the preliminary manual coding of the data for sense-making purposes.

I followed the recommendations of Archer (2017) to prepare the transcription files to load to ATLAS.ti 8™ following a strong naming convention. This was important since the file name enabled me to easily track the codes as part of the analysis and discussion. For example, I named my files as: '1-D-F-W-P-2' which means, interview number 1, about a drawing (D), female (F), white (W), postgraduate educational level of the participant (P), and second generation of the participant's family that go to the university (2).

I started to code my data with fine codes rather than broad ones. A fine code is a specific detail of the data in contrast of broad codes that usually compile categories of a phenomenon (Archer, 2017). Saldaña (2016) also refers to these approaches of coding as 'lumping' and 'splitting' the data which has some advantages and disadvantages. In my

opinion, the usefulness in using fine codes as a starting point is that it makes it easier to combine them later during the coding process. In contrast, using broad codes initially made the coding process complicated in an attempt to make the code more detailed after the coding is complete. I coded the documents, drawings and photographs with ATLAS.ti 8™ creating codes, categories and themes (Archer, 2017).

I chose the coding methods of this phase 1 considering the type of answers that I needed according to my first research question (Saldaña, 2016). In this phase 1, I used the following coding methods:

Table 4.3: Description of the coding methods in the phase 1
(Archer, 2017; Hsieh & Shannon, 2005; Saldaña, 2016).

Coding method	Conceptualisation	A description of its use in this study
Pre-coding	It consists to circle, highlight, bold, underline or colour rich significant participants' words or passages.	I used it as an initial coding and categorization to identify key quotes for later retrieval.
Preliminary jottings	They are any preliminary notes, thoughts, words or phrases for future reference related to codes, transcripts, sections of drawings, photographs, or documents themselves.	I used them in my preliminary stage of my analysis and to document tentative ideas for codes, categories and noticeable themes.
Word cloud (or code landscaping)	It is an integration of texts and image, based on the visual technique of 'tags' in which the most frequent word from a text appears larger than the others. As the frequency of a particular word decreases, so does its visual size.	I used it in the initial part of the data analysis process to have a rapid overview of what is discussed within a document, to identify possible names of codes and the frequencies of outstanding words expressed by the participants (see Appendix 6 Word clouds per participant).
Initial coding (or open coding)	It is an initial procedural step to break down the data into discrete parts, to closely examine them, and to compare them for similarities and differences. It is not a specific coding method but an open-ended approach of coding the data.	I used it through the whole coding process. I attempted to 'open up' the arts-informed student teachers' arts productions in order to attempt to understand their views on the roles of the university. I worked with data to identify the core categories and related themes. This idea related well with the

Coding method	Conceptualisation	A description of its use in this study
		conventional content analysis (Hsieh & Shannon, 2005) adopted by this study as discussed in this chapter.
Descriptive coding (or topic coding)	It consists to assign labels to data to summarize in a word or short phrase the basic topic of a passage or a quotation, category or theme.	I assigned descriptive nouns, gerunds, short phrases, and the participants' own words to the codes that allowed me to have an inventory of topics and an organizational grasp of the study, for indexing, categorizing and themeing the data.
In Vivo coding (or literal coding)	It consists of coding that refers to a word, terms or short phrases from the participants own language as part of the data recording process.	As part of the name codes, I used the words and expressions of the participants to allow the participants' voices to speak for themselves, as much as possible. I wanted to prioritize and honour the participant's voice and descriptions. It helped me to enhance the students' views and deepen the students' understandings rather than marginalized them from other university stakeholders.
Pattern coding	It consists of identifying similarity coded data based on the search for rules, patterns, causes and explanations in the data.	I organized codes and categories into themes providing organization to the data. I developed major themes for the data. I used in the second and forward cyclical processes of coding.

I went through a process of coding, category generation and themeing the data as part of this preliminary exploration of the coding choices process. In this process, I synthesized the collective codes to consolidate meaning rather than to reduce it (Saldaña, 2016). I preferred to place my codes under the most appropriate categories for analysis; however, I recognized that sometimes there were fuzzy sets where the categories frequently overlapped.

Finally, as part of this study, I coded other aspects that can contribute in the methodological recommendations of this study as well as in its analysis process. I am referring to specific aspects per participant such as: the participant's assessment about the use of the methodology of this study; the participants' processes in taking the photographs; and their criteria used to organize the photographs at the beginning of the second interview.

b. Phase 2: coding contrasting data

The phase 2 of the analysis process of the data consisted of coding the following four participants using the preliminary exploration of coding choices (phase 1). I conducted a "coding contrasting data process" (Saldaña, 2016, 23) that consists of coding one participant's data and then progress to the following participants' data. In the process, I found that the second data influenced and affected my recoding of the first participant's data, and the consequent coding of the remaining participants' data. Hence, I had to review the coding previously done and its recoding when it was appropriated.

According to my social constructivist paradigm, reality is socially constructed, and multiple truths are possible. In this sense, I did not impose the views of the participant 1 into the views of the other participants. I was guided by the preliminary exploration of the coding choices in the participant 1's data. However, I strictly respected and recognized the emerging repetitions, meanings, new codes, categories, themes, emphasis and terms of each participant. I conducted the coding, category generation and theming of each participant in different ATLAS.ti 8™ files in order to help me with the individual analysis of my participants.

In phase 2, I recoded my data in a deeper analysis. In this recoding process, I used the same coding methods mentioned in the preliminary exploration of the coding choices, categories and themes of the phase 1. I conducted a second, third, fourth, and more cyclical processes of reviewing the data to refine it, making more conceptual and abstract (Saldaña, 2016). In this regard, some of my first cycle codes were subsumed by other codes, relabelled or dropped altogether. Similarly, I rearranged and reclassified coded data into different or even new categories or themes.

c. Phase 3: defining themes (first generation)

The phase 3 of the analysis process of the data consists in "themeing the data" (Saldaña, 2016, 198). I conceptualised themes based on common codes and categories that emerged in each participant after rereading and reflecting on the data. I used long-phrased themes' names (Saldaña, 2016) to have more substantive and evocative prompts for the further analysis and writing.

I aimed to transcend data rather than to transform it (Saldaña, 2016). The purpose was to theme the data to find something else, a sum that is greater than its parts. I recognized that a theme never simply 'emerges', rather it is a product of my interpretation as a researcher. In this regard, I transformed codes and sub-codes into categories and subcategories, which then progressed toward major themes (see Figure 4.2: Phases of the Level 1 of analysis). The themes identified in this phase 3 of analysis constitute the first generation of themes of the data analysis. The second generation of themes or 'thematic categories' (Saldaña, 2016) about the views of the student teachers on the role of the university are going to be identified in the section 4.9 of this chapter and discussed in chapter 7.

I chose to present the analysis of the data of both research questions, based on a thematic narrative (Riessman, 2008). Following Riessman (2008), an oral 'narrative' is a personal experience presented as a text with events that are selected, organised in sequence with a consequence, connected, and evaluated as meaningful for a particular audience. This thematic narrative of analysis is coherent with my purpose to understand the views of the student teachers as well as with my theoretical and epistemological perspective of analysis. In this regard, I identified themes in each participant by constructing data into text, applying attention into its specific context (Riessman, 2008). In other words, I emphasized the content of a text, what is said more than how it is said, the told rather than the telling (Riessman, 2008). This thematic narrative is consistent with the content analysis research method used to elaborate interpretations of the text data through a systematic process of coding and identifying themes (Hsieh & Shannon, 2005).

Similarly, I used code mapping as a strategy to enhance credibility and trustworthiness of my analysis process. Code mapping (Saldaña, 2016) is a strategy to illustrate how does a

set of initial codes progress into categories, and then condense further into the study's central themes. Code mapping is possible based on the consecutive analysis cycles to bring meaning, structure, and order to the data. Code mapping also serves as an auditing process for a research study (Saldaña, 2016) and works as an audit trail (Lochmiller & Lester, 2017) to document how a list of codes gets categorized, recategorized, and conceptualized throughout the analytic journey from quotations to codes, from codes to categories, and finally to themes.

I decided to analyse the data using networks as part of the code mapping strategy. Networks are figures (Archer, 2018) used to display a description of the coding process. I used networks to visualize the relationship within my quotations, codes, categories and themes (Friese, 2014). In this regard, I did not include the memos written as part of the data analysis since they will be included in the discussion of the findings in chapter 7.

I used networks to describe the content (quotations, codes, categories and themes) of the themes identified, for example:

Figure 4.3: Network of the theme 1 identified (participant Helen)
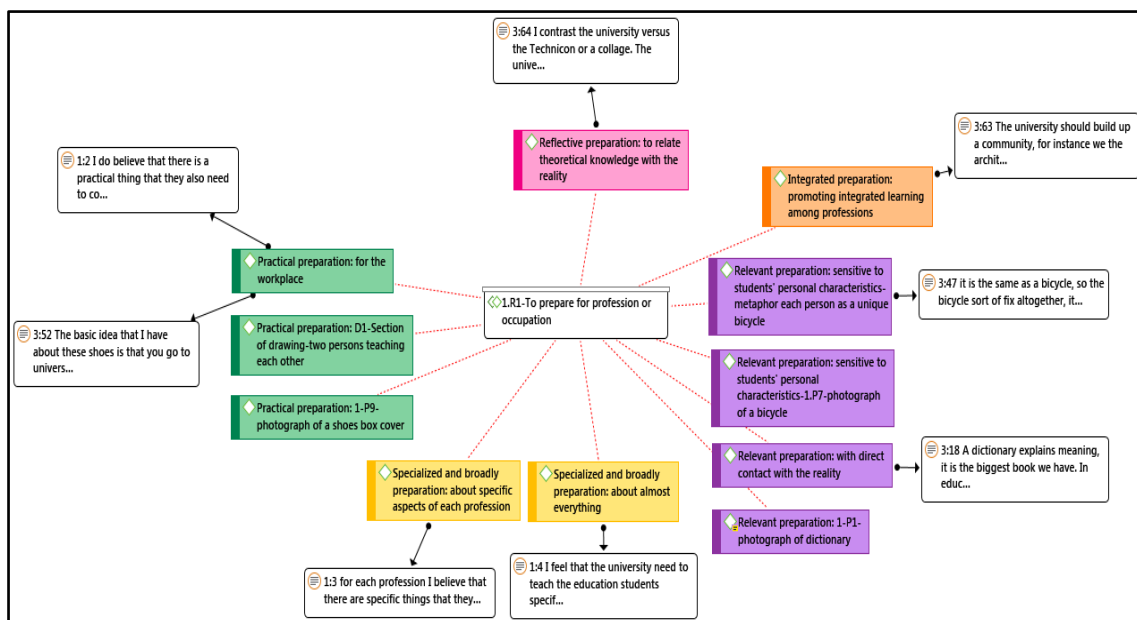
In the 'Network of the theme 1 identified (participant Helen)', the theme is named as '1.R1 To prepare for profession or occupation' (at the centre), which means participant number 1, role of the university identified number 1, and the name of the theme. The

network also provides details of the categories, in colour, with its name located in the left side and the name of the code on the right side. For example, in the participant number 1 'Practical preparation' is the category; and 'for the workplace' is the code that belongs to that category. Likewise, this network provides the quotations per participant usually identified with a number and the words of this participant, for example: '1:2 I do believe that there is a practical thing that they also need to co …' I elaborated networks of each of the views on the roles of the university coded from the five participants of this study.

In the following section, I will explain the analysis process of the findings related to the first research question.

4.9 Analysis process of the findings: first research question

In this section, I will go beyond the themes defined (first level) as part of the analysis process of the data, to identify thematic categories. As described in section 4.8, as part of the analysis of the data related to the first research question to identify a first generation of themes. The second generation of themes are the thematic categories (Saldaña, 2016) for the views of the student teachers on the role of the university, as part of a data reduction process. The following figure describes the process I followed:

Figure 4.4: From themes (first generation, chapter 5) to thematic categories (chapter 7)
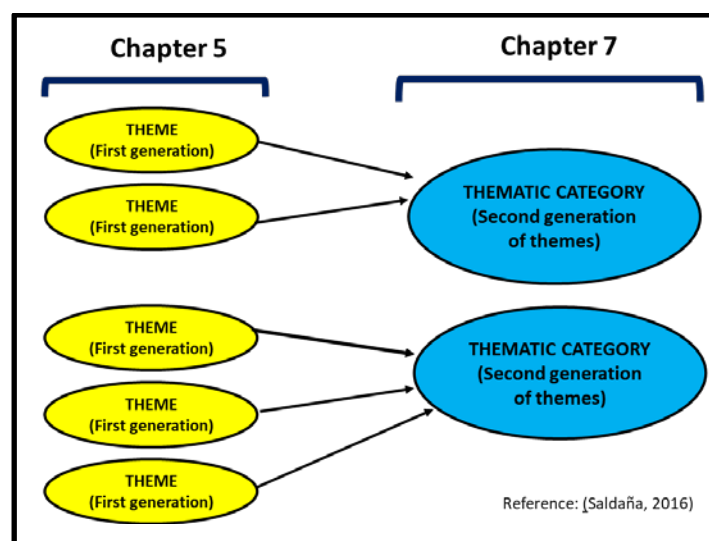
The findings of the study related to the first research question were analysed in the following phases: (1) identifying thematic categories; (2) categorizing the themes (first

generation) based on the thematic categories; (3) classifying the thematic categories according to a typology; and (4) proposing major themes to discuss. The following figure describes this process:

Figure 4.5: Analysis process of the findings: first research question
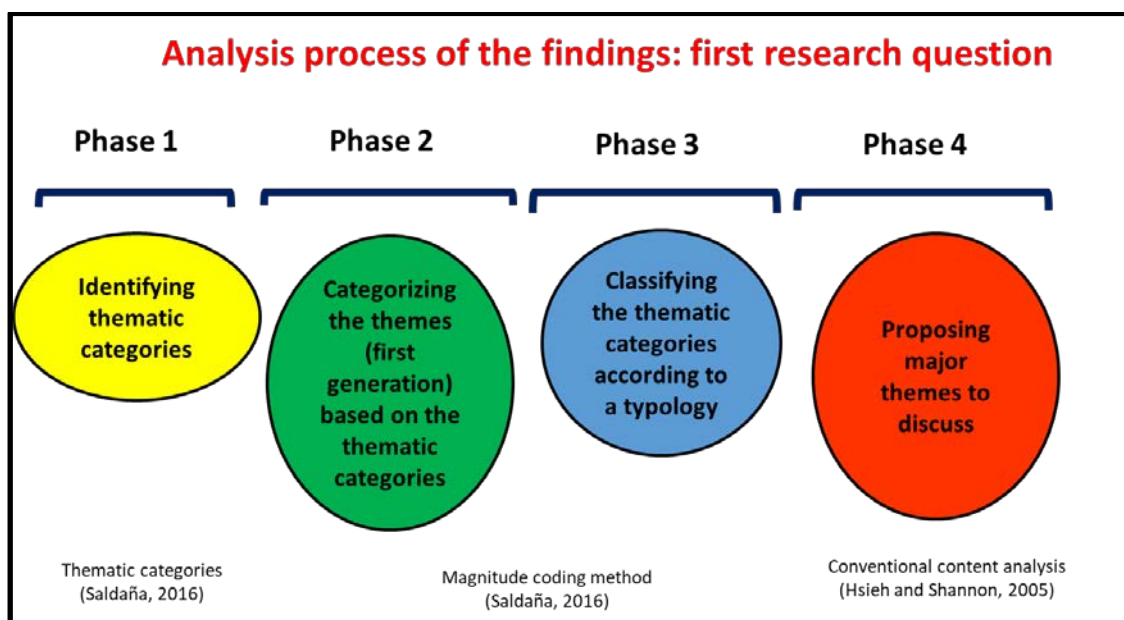
In the following section, I will describe each of these phases.

a. Phase 1: identifying thematic categories

In this first phase, I analysed the themes (first generation) and identify thematic categories by clustering sets of related themes (Saldaña, 2016). I used the "magnitude coding method" (Saldaña, 2016, 86) to initially identify and later on quantify the themes according to their frequency. I followed Saldaña, who describes magnitude coding as "… a method that applies numbers or other symbols to data and even to codes themselves that represent values on a scale …" (Saldaña, 2016, 72). In this way, I aimed to add texture to the identified themes. Since I believe that, "… sometimes words say it best; sometimes numbers do; and sometimes both can work in concert to compose a richer answer and corroborate each other … " (Saldaña, 2016, 87). Following Saldaña, I employed colours, rich text, or font features to identify each thematic category. The thematic categories identified about the views of the student teacher of the University of Pretoria on the role of the university are included in Appendix 9.

b. Phase 2: categorizing the themes (first generation) based on thematic categories

As a second phase of the analysis of the findings, I categorized the themes (first generation) about the views of the student teachers on the roles of the university, according to the thematic categories previously identified.

The table included in Appendix 10 as an example, represents the categorization of the themes (first generation) based on the thematic categories previously identified. As mentioned before, I used colours, rich text or font features, as part of the application of the magnitude coding method (Saldaña, 2016) to categorize each theme (first generation) explained by all the participants.

c. Phase 3: classifying the thematic categories according to a typology

The third phase of the analysis of the findings related to the first research question was to classify the thematic categories according to a typology. As part of the thematic analysis of the data (Bryman *et al.*, 2019), I conducted a quasi-quantification of themes and the elevation of some themes over others. In this sense, I applied numbers in the form of frequencies as a supplement to the analysis of the data. My decision to analyse the data in this way is supported by Bryman (2019) who concurs with this idea by affirming that counting conveys a clearer sense of the relative prevalence of some beliefs over others. I attempt to work with numbers and words in conjunction rather than in opposition (Saldaña, 2016). Hence, the study uses frequencies as "a supplement to the narrative" (Bloomberg & Volpe, 2019, 244) indicating how many times an aspect of a thematic category was mentioned by the participants.

The typology suggested consists on set, emerging and embryonic views on the role of the university. In this sense: (1) the set views have a frequency of being mentioned by my participants of nine or more times and they refer to the stablished ideas; (2) the emerging views have a frequency of four to eight times and they refer to the born ideas who are present; and (3) the embryonic views have a frequency of one to three times and they refer to the unborn ideas. I employed the colours of a traffic light to identify each type of

view that was found to be shared among the student teachers. I indicate the set views in green; the emerging views in yellow; and, the embryonic views in red. The result of the classification of the thematic categories according to the typology proposed is included in Appendix 11.

d. Phase 4: proposing major themes to discuss

Finally, the fourth phase of the analysis process of the findings related to the first research question was to purpose major themes to discuss among the thematic categories previously classified. This process of data reduction is aligned to the conventional content analysis stated by Hsieh and Shannon (2005), explained before in this chapter. In this regard, I proposed major themes considering the typology of views previously described about the views of the student teachers on the role of the university. These major themes are discussed in chapter 7 of this study considering the literature review and the theoretical framework as contained in the work done on the social philosophy of higher education by Ronald Barnett (Barnett, 2011; Barnett, 2013; Barnett, 2016; Barnett, 2018).

In the following section, I will explain the analysis process of the data and the analysis process of the findings of my second research question.

4.10 Analysis process of the data: second research question

As in my first research question, as part of the analysis process of the data, I generated an audit trail (Lochmiller & Lester, 2017) of my decision-making process of how I move from quotations to codes, from codes to categories, from categories to themes, and from themes to meta codes. The concept of 'meta code' will be explained in the subsection entitled 'Phase 3: defining themes and meta codes' of this section. The following figure describes the analysis process of the data that I followed in this Level 2 of analysis:

Figure 4.6: Phases of the Level 2 of analysis
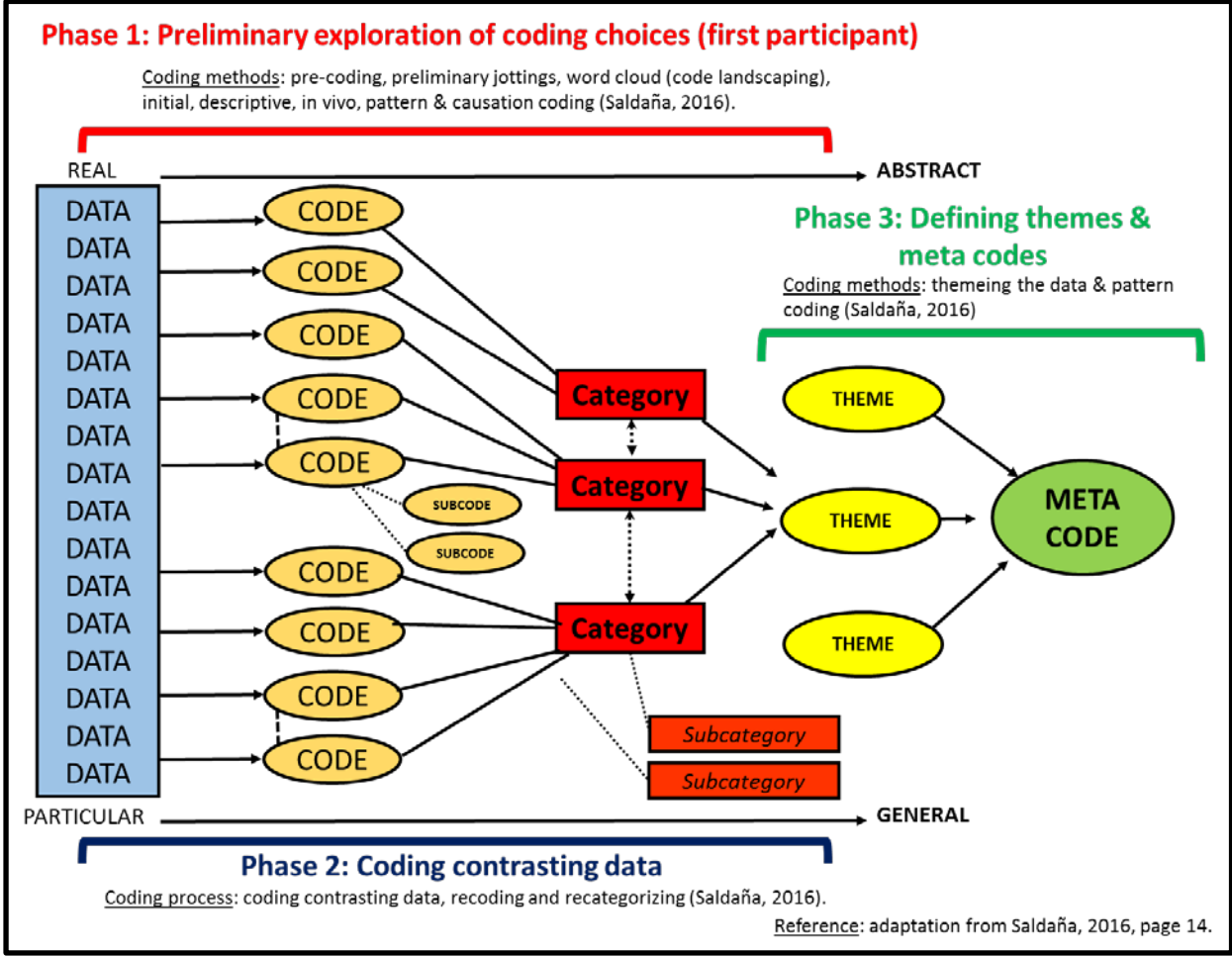
Now, I will explain the three phases of the analysis process of the data in this Level 2 of analysis:

a. Phase 1: preliminary exploration of coding choices (first participant)

As described in section 4.8, the phase 1 of the analysis process of the data consists of a preliminary exploration (Williamson, 2014) or pilot-test of the coding choices, categories, themes and meta codes (Saldaña, 2016) of the data of the first participant. To answer the second research question of this study, I worked with the four documents of my first participant which are: two transcriptions of interviews and the two field-notes from observations. The purpose of the phase was to conduct an intense analysis of the data and to identify codes, categories, themes and meta codes that serve as a reference for the data coding of the other four participants.

I chose the coding methods of this phase 1 considering the type of answers that I needed according to my second research question (Saldaña, 2016).

The coding methods using in this phase are: Pre-coding, Preliminary jottings, Word cloud (or code landscaping), Initial coding (or open coding), Descriptive coding (or topic coding), In Vivo coding (or literal coding), Pattern coding and Causation coding (Archer, 2017; Hsieh & Shannon, 2005; Saldaña, 2016).

The definition and the description of the use of these coding methods are the same as indicated in the phase 1 as part of my first research question (see section 4.8 of this chapter). Nevertheless, I will define and describe the use of the new coding method used in answering my second research question, which is the "causation coding method" (Saldaña, 2016, 186).

Table 4.4: Description of the coding method in phase 1
(Archer, 2017; Hsieh & Shannon, 2005; Saldaña, 2016).

Coding method	Conceptualisation	A description of its use in this study
Causation coding	It consists of extracting causal explanations from the data in order to identify why particular outcomes came about. Saldaña called it "attributions" (Saldaña, 2016, 186), which is an expression of the way a person thinks about the relationship between a cause and an outcome.	I locate, extract or infer attributions from my data, as defined by Saldaña, specifically: causes and outcomes, as well as the link between the cause and the outcome. I do not always assume strict linearity with causation. However, firstly, I looked for statements that identify factors or conditions that lead me to a particular outcome. Cluing words and phrases such as 'because', 'as a result of', 'if it wasn't for', 'therefore', among others, helped me in this process.

b. Phase 2: coding contrasting data

The phase 2 of the analysis process of the data consists in coding the following four participants using the preliminary exploration of coding choices (phase 1). I conducted a "coding contrasting data process" (Saldaña, 2016, 23), as explained in section 4.8.

c. Phase 3: defining themes and meta codes

The phase 3 of the analysis process of the data consists in "themeing the data" (Saldaña, 2016, 198), similar to the process explained in section 4.8 of this chapter.

As part of this phase 3, I applied the "pattern coding method" (Saldaña, 2016, 236) in the data analysis. Following Saldaña, the pattern code method is a way of grouping initially similarly coded data into smaller number of themes, constructs or "meta codes" (Saldaña, 2016, 296). Pattern codes or meta codes are explanatory or inferential codes that pull together themes into a more meaningful unit of analysis. In this sense, I condensed the themes coded into meta codes, seeking to generate smaller number of analytic units for each of the five participants of this study, for example:

Table 4.5: Participant 1: Helen. Causes and outcomes that explain her views on the role of the university

Causes (meta codes) and themes that explain the views	Outcomes of these causes
(1) Her learning experiences at school and at the university. a. Her architecture teaching[2] at the university.	These learning experiences caused her: * To develop her self-critical thinking, her own opinions and thoughts, being reflective and creative. * To appreciate criticism. * To appreciate receiving support in her studies.
b. Her history studies at the university.	* To understand what is happening in the world.
c. Her biology studies at school.	* To acknowledge the importance of the ecosystem's sustainability and its continuity and related this with the role of the university in society. * To understand that it is important to be responsible of her role in the ecosystems that she is part of.

The previous table describes the meta codes (in red colour) and themes coded as part of the level 2 of analysis. In the first column: 'Causes (meta codes) and the themes that explain the views', I mentioned a meta code, for example: 'Her learning experiences at her school and at the university' which groups the themes: 'Her architecture teaching at the university', 'Her history studies at the university', and 'Her biology studies at school'. In the second column: 'Outcomes of these causes', as mentioned before, I used causation coding method (Saldaña, 2016) to discern the outcomes that came about by these causes coded that explain why the student teachers have their views on the role of the university.

In this regard, in this second column, I coded the outcomes of the causes based on an abductive reasoning. Abductive reasoning is used to make logical inferences (Bryman *et al.*, 2019) to assume that "a connection exists in an incomplete or seemingly unrelated set of data" (Bloomberg & Volpe, 2019, 233). In this regard, I paraphrased the categories and codes generated to clearly explain the outcome of the causes in each participant. For example, I integrated the category 'architecture teaching', with the codes 'to develop critical thinking',

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[2] 'Her architecture teaching' is more accurate stated as 'her architecture studies' at the university. The meaning of this idea was better understood along the progress in interpreting the data.

'being reflective', and 'being creative'. As a result, I stated that based on my coding process, an outcome of the cause 'Her architecture teaching at the university' was 'to develop her self-critical thinking, her own opinions and thoughts, being reflective and creative'.

I used networks to describe the content (quotations, codes, categories and themes) of the themes identified, for example:

Figure 4.7: Network of the theme 1 identified (participant Helen)
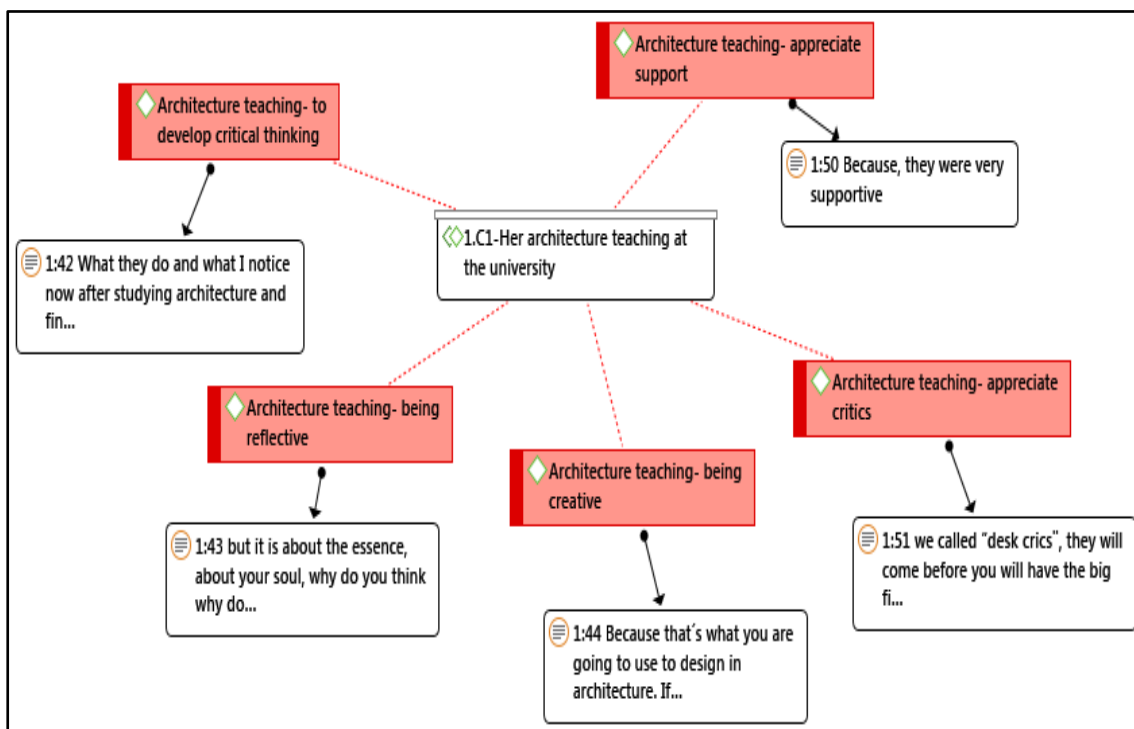
In 'Network of the theme 1 identified (participant Helen)', the theme is named as '1.C1 Her architecture teaching at the university', which means participant number 1, cause number 1, and the name of the theme. The network also provides details of the categories, in colour, with its name located in the left side and the name of the code on the right side. For example, 'Architecture teaching' is the category; and 'to develop critical thinking' is the code that belongs to that category. Similarly, this network provides the quotations per participant usually identified with a number and the words of this participant, for example: '1:42 What they do and what I notice now …' I elaborated networks of each of the causes that explain the views on the roles of the university coded from the five participants of this study.

In the following section, I will explain the analysis process of the findings related to the second research question.

4.11 Analysis process of the findings: second research question

In this section, I will go beyond the "meta codes" (Saldaña, 2016, 296) and themes defined through the "pattern coding method" (Saldaña, 2016, 236) as part of the analysis process of the data of the causes that explain the views of the student teachers on the role of the university. Likewise, I will go beyond the 'outcomes of these causes' identified by using a "causation coding method" (Saldaña, 2016, 186) and abductive reasoning (Bloomberg & Volpe, 2019; Bryman *et al.*, 2019) to discern the outcomes that came about as a result of the coded causes that explain why the student teachers have certain views on the role of the university. As a result, I identified "thematic categories" (Saldaña, 2016, 202), as part of a data reduction process aligned to the conventional content analysis stated by Hsieh and Shannon (2005). The following figure describes the process I followed:

Figure 4.8: From meta codes, themes and outcomes (chapter 6) to thematic categories (chapter 7).
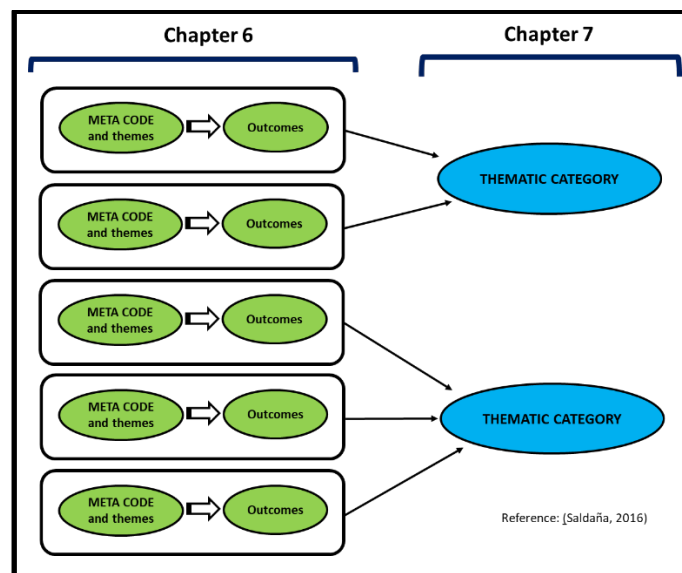
I decided to follow these phases to analyse the findings of this study related to the second research question: (1) identifying thematic categories; (2) categorizing the themes of the meta codes based on the thematic categories; (3) classifying the thematic categories according to a

typology; and (4) proposing main themes to discuss based on the two research questions. The following figure describes this process:

Figure 4.9: Analysis process of the findings: second research question
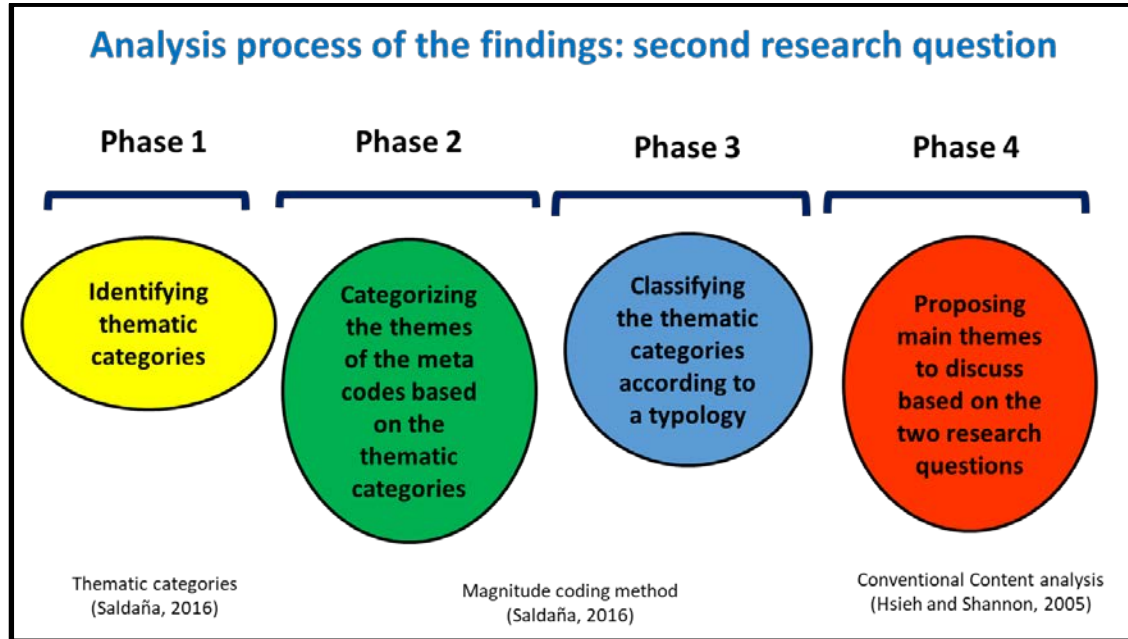
In the following section, I will describe each of these phases:

a. Phase 1: identifying thematic categories

In this first phase, I analysed the themes as part of the selected meta codes and identified thematic categories by clustering sets of related themes (Saldaña, 2016). As with my first research question, I used the "magnitude coding method" (Saldaña, 2016, 86) to initially identify and, later on, quantify my themes according to their frequency. Following Saldaña, I employed colours, rich text, or font features to identify each thematic category. The thematic categories identified of the causes that explain how and why did the student teachers' views on the role of the university emerge are mentioned in the Appendix 12.

b. Phase 2: categorizing the themes of the meta codes based on the thematic categories

As a second phase of the analysis of the findings, I categorized the themes of the meta codes about the causes that explain the views on the role of the university, according to the thematic categories previously identified. The table included in Appendix 13, as an example, represent the categorization of the themes based on the thematic categories previously identified. As mentioned before, I used colours, rich text, or font features, as part of the application of the magnitude coding method (Saldaña, 2016) to categorize each theme mentioned by all the participants. I did not categorize the outcomes of the causes in this process since they are not directly related to my second research question; however, I referred to the relationship between the outcomes and their respective causes in chapter 7 as part of the analysis and discussion of this study.

c. Phase 3: classifying the thematic categories according to a typology

The third phase of the analysis of the findings related to my second research question was to classify the thematic categories according to a typology. As I did in respect of my first research question, as part of the thematic analysis of the data (Bryman *et al.*, 2019), I conducted a quasi-quantification of themes and the prioritisation of some themes over others. In this sense, I applied numbers as frequencies as a supplement for the analysis of my data. I used frequencies as "a supplement to the narrative" (Bloomberg & Volpe, 2019, 244) indicating how many times an aspect of a thematic category was mentioned by the participants.

The typology suggested consists of set, emerging and embryonic causes that explain the views on the role of the university. In this case: (1) references to the set causes were mentioned six or more times by the participants and they refers to the stablished causes; (2) references to the emerging causes had a frequency of three to five times and they refer to the born causes who are present; and (3) references to the embryonic causes had a frequency of one to two times and they refer to the unborn causes. As with the findings of the first research question, I employed the colours of a traffic light to identify each type of cause, which was raised by the student teachers. In this regard, the set causes were coloured green; the emerging causes yellow; and the embryonic causes red. The result of the classification of the thematic categories according to the typology proposed is included in the Appendix 14.

d. Phase 4: proposing main themes to discuss based on the two research questions

Finally, the fourth phase of the analysis of the findings related to the second research question was to propose main themes to discuss based on the two research questions of this study. In this regard, based on the nature of my two research questions and the reference of the thematic categories classified according to a typology (used as a reference), I proposed three main themes to discuss which are considered in chapter 7.

As part of the last section of this chapter, I will discuss the trustworthiness of this study.

4.12 Quality criteria for qualitative research

Trustworthiness in a general sense, describes something one can believe in. Qualitative studies face the problem of anecdotalism (Silverman, 2013) that consists in convincing their readers that their access to single cases are genially based in critical investigation of their data and do not depend on a few well-chosen examples. There are doubts about the nature of qualitative analysis considering that it is so judgment dependant on the insights, conceptual capability, and integrity of the analyst (Patton, 2015). Hence, for the purpose of research it is important that a study conducted can be viewed as trustworthy.

This study followed eight key criteria or markers of quality in qualitative research (Tracy, 2010). These qualitative best practices are: (a) worthy topic, (b) rich rigour, (c) sincerity, (d) credibility, (e) resonance, (f) significant contribution, (g) ethics, and (h) meaningful coherence. Basically, Tracy attempts to answer the question: 'what makes a qualitative research study good' by providing guidelines or universal criteria of best practices in this topic and still attending to the complexity of the qualitative landscape. Through this conceptualization, Tracy provides a pedagogical tool, advocates qualitative work in front of power keepers who often misunderstand and misevaluate it, develops a platform from which qualitative scholars can join in a unified voice when desired, and encourages dialogue and learning amongst qualitative methodologists from various paradigms. These criteria may be achieved "depending on the goals of each study and preferences/skills of the researcher" (Tracy, 2010, 839). In the following section, I briefly unpack each criterion and explain how this study fulfilled it.

a. Worthy topic

A good qualitative research is relevant, timely, significant, interesting, or evocative (Tracy, 2010). In this regard, worthy topics can easily be identified by timely societal or personal events. The topic of this study is worthy because it contributes to the current discussions about what a university is and the views of the university students on what should be the role of the university (Barnett, 2013), expressed for example, in the recent #Fees Must Fall student protest in South Africa during 2015 and 2016. This study also inquiries about the causes that explain these views of the students.

Similarly, a study that has a worthy topic is counterintuitive. According to Tracy (2010) a worthy study inquiries about topics that are taken for granted or challenges well-accepted ideas. This study has a worthy topic since it challenges the well-accepted ideas of the traditional role of the university (teaching/learning, research and community engagement) as well as the predominant entrepreneurial idea of the university.

b. Rich rigour

High-quality qualitative research is marked by a rich complexity of abundant descriptions and explanations. A qualitative study with rich rigour has a "requisite variety" (Tracy, 2010, 841) which is abundant theoretical constructs, literature review and abundant data sources to see subtle distinctions and understand complex realities. In this regard, this study uses a variety of theoretical and academic ideas and several methods to construct diverse variety of data in order to attempt to understand the complexity of the views of the student teachers.

Similarly, a study with rich rigour evidences the researcher diligence, the care and practice of the research methods (Tracy, 2010). As a researcher, for example, I exercised appropriate time, effort and thoroughness during the design and construction of data. I spent enough time to gather interesting and significant data. The data constructed was enough to support significant and meaningful claims. I used appropriated procedures in conducting my interviewing practices and analysis procedures as explained in this chapter. The research methods for data construction and data analysis were conducted with care, transparency, providing rigorous explanations about the process by which the raw data were transformed and organized into the research report as clearly explained in sections 4.8 to 4.11 of this chapter.

c. Sincerity

Sincerity in a qualitative study can be achieved through self-reflexivity, vulnerability, honesty, transparency and data auditing (Tracy, 2010). Tracy understands 'sincerity' related to the notion of authenticity and genuineness, but not suggesting a single, genuine reality or truth. Tracy explains that 'sincerity' in research is expressed by honesty and transparency about the researcher's biases, goals, and weaknesses as well as about how these aspects played a role in the methods, joys, and mistakes of the research. Self-reflexivity and transparency are two main practices of sincerity.

Self-reflexivity consisted of being "honest and authentic with one's self, one's research and one's audience" (Tracy, 2010, 842). In this study, I practiced self-reflexivity by being frank about the strengths of the study, in its theoretical framework or its research methodology; and shortcomings, for example, the move from purpose sampling to convenient sampling, or the two ethical request processes contained in this study which will be explained in section G.

Being introspective, assessing my own bias and motivations were other practices of self-reflexivity (Tracy, 2010). In chapter 1, I wrote a research identity memo clearly stating my position and background as well as including the story about myself rather than limiting this research to knowledge or information about others 'out there'. I described my personal experiences and connections with the focus of the study to illuminate the readers' understanding about the cultural background, place or research practices of this study (Patton, 2015; Rule & Vaughn, 2011; Sarantakos, 2012). My purpose of doing that was to describe why I saw things in the way I did and how the study was socially situated. I kept the lines of my subjectivity open and straight. According to Peshkin (1991), this form of monitoring subjectivity is necessary in a qualitative inquiry as this one. As Butler-Kisber (Butler-Kisber, 2010), affirms in qualitative research, no apologies are needed for identity, assumptions and biases, what is needed is a rigorous accounting of them.

Other practices of self-reflexivity consist of interrogating own predilections or opinions of the researcher and asking for feedback from participants (Tracy, 2010). In this regard, I requested member reflections from all the participants about the transcriptions of the in-depth individual interviews about their arts productions. Similarly, I did a continual verification of findings by

key participants also called 'confidantes' (Miles & Huberman, 1994) in order to assess my own opinion and predilection. I also reflected with my supervisor about the construction process of the data and its results. I also included self-reflexive commentaries about subjective feelings and sensemaking in the field-notes about my observations as part of the in-depth individual interviews.

Another main practice of sincerity was transparency. Transparency refers to honesty about the research process. In this regard, a formal "audit trail" (Tracy, 2010, 842) was a way to achieve transparency through a clear documentation of all research decisions and activities as part of the study. In this regard, I clearly explained in sections 4.8 to 4.11 of this chapter, the process that I followed to theorize the findings of my study. Following Butler-Kisber (2010), I disclosed the study's challenges, its limitations and unexpected twists and turns and revelation of the ways this study transformed over time.

d. Credibility

Qualitative credibility is achieved through practices as thick description, crystallization, and multivocality and partiality (Tracy, 2010).

Thick descriptions consists of the in-depth illustration or account of the complex specificity and circumstantiality of the data (Tracy, 2010). In this regard, a researcher who conducts a qualitative study with thick descriptions provides enough detail that readers may come to their own conclusion about the scene. In this regard, the researcher 'shows' rather than 'tells' the reader what to think (Tracy, 2010). This study described meticulously its theoretical conceptual framework as well as the research methods for data construction and for data analysis; its preliminary exploration of its research methodology; a description of its participants while maintaining confidentiality; a description of the context; and set boundaries carefully so that the reader can make judgments about similar circumstances or settings. This study, for example, attempted to immerse and provide concrete details about the views of the student teachers and the causes that explain them in chapters 5 and 6: Presentation of findings.

Crystallization encourages researchers to gather multiple types of data and employ various methods, multiple researchers and numerous theoretical frameworks (Tracy, 2010). The aim is to open a more complex, in-depth understanding, but still be partial, rather than provide a more

valid singular truth. This study enhanced crystallization by including multiple types of data, such as transcriptions, drawings, photographs and field-notes of observations. Each type of data was constructed using a different type of method. I worked systematically in my data analysis using ATLAS.ti 8™. I also included my supervisor's perspective as a different view of the data constructed.

Finally, multivocality was enhanced by including multiple and varied voices in the qualitative report and analysis. Multivocality consists of the practice of analysing social action from the participants' point of view and involving them in interpreting meaning (Tracy, 2010). Multivocality was possible in this study by using arts-informed methods to construct meaning with the participants about their own views on the role of the university. This study used multiple forms of field texts (transcriptions of the in-depth individual interviews about the drawings and photographs) that help to corroborate explanations, as well as member reflections. I used member reflections as a form to involve the participants in the interpretation of the views of the participants. Hence, the voices of the participants are highly present in the study, and I revealed and analysed contradictory results. The intense collaboration with the participants was a core part of my research process.

e. Resonance

Tracy (2010) uses the term 'resonance' to refer to the research's ability to meaningfully reverberate and affect an audience. Conle (1996) uses the term 'particularizability' to also refer to how certain qualitative studies resonate with people in other situations so that these people are able to find both confirmation and/or new understandings of experiences. Transferability is a practice to generate resonance by a qualitative study. Transferability is a process that is performed by the reader of the research when they feel that the story of the study overlaps with their own situation and they intuitively transfer the research to their own action (Tracy, 2010). This study invited transferability by gathering direct testimonies of the student teachers, by providing rich descriptions about the context and participants of the study, and by writing accessibly to my readers. I used evocative stories about each of my participants to attempt to create in the reader the idea that they probably have experienced the same thing in another place.

f. Significant contribution

A study can have a significant contribution in knowledge, practice and politics (Tracy, 2010). Following Tracy, these contributions can be in extending knowledge, improving practice, generating ongoing research, liberating or empowering. Tracy affirms that a qualitative study can have theoretical, practical or methodological significance.

This study has a theoretical significance since it provides an examination about how the social philosophy of higher education of Barnett makes sense in a new and different context, as the University of Pretoria, South Africa. This study extended or problematized understandings of the concepts and theoretical assumptions of this theoretical framework, which can be used by future researchers.

As a practical significance, this study enhanced critical reflections and intelligence in its participants that bring clarity to confusion, made visible what was hidden or inappropriately ignored, and by generating a sense of insight and deepened understanding. After their participation on this study, the participants recognized the usefulness of using arts-informed methods to reflect in their educational experience at the university. The participants ended up recognizing the benefits received by the university and with a clearer understanding of their views on the role of the university, as well as the causes that influenced them to have their views.

Finally, this study has methodological significance by the originality of its research methods for data construction process. These methods lead to theoretical insights, practical usefulness and contribute to future researcher's practice with similar methodological characteristics. The contributions of this study will be covered more extensively in chapter 8.

g. Ethical

Ethics are not just a means but constitute a universal end goal of qualitative quality study itself (Tracy, 2010). Tracy describes procedural, relational and exiting ethics. Procedural ethics refer to the ethical actions related to the study. This study claims procedural ethics by respecting the participants' right to know the nature and potential consequences of the study, and by explaining to them that their participation was voluntary and that they could withdraw from the

study at any time. This study fulfilled the ethical procedural required by the Registrar of the University of Pretoria and from the Ethics Committee of the Faculty of Education of the University of Pretoria (see Appendix 8).

Relational ethics is enhanced in this study by valuing mutual respect, dignity, and connectedness between researcher and participants. I kept my promises during the study such as providing the materials for the in-depth individual interviews or sending them the transcriptions of their interviews for member reflections.

Finally, about exiting ethics, this study enhanced ethical considerations beyond the data construction process and will send a copy of the findings of this study to the participants, as requested. Similarly, I will share the findings of this study through journal articles and seminars.

This study requested permission to be conducted from the Ethical Committees of the University of Pretoria. Special permission from the Registrar of the same university was requested to conduct a study with the University of Pretoria's students by 2017. Similarly, this study requested permission from the Ethics Committee from the Faculty of Education and from the Dean of the Faculty of Education of the University of Pretoria.

This study had two ethical application processes. On April 17th, 2017 the Ethics Committee of the Faculty of Education of the University of Pretoria approved the submission of conducting research on the views of the students of the University of Pretoria as part of the #Fees Must Fall student protest on the role of the university (reference number HU 17/02/02). However, in June of the same year, the Registrar of the University contested the initial stages of the fieldwork and requested a change on the focus and the participants of the study. The Registrar of the University of Pretoria believed that the focus of this research was sensible considering the recent student uprising as part of the #Fees Must Fall student protest that started in November 2015 and continued until 2016. Hence, by August 13th 2017, the Registrar and the Ethics Committee of the Faculty of Education of the University approved the amendments of the study that removed all reference whatsoever to the #Fees Must Fall student protest and established a new research focus: 'the views of student teachers of the Faculty of Education of the University of Pretoria only, on the role of the university'. I had to accommodate my study to the requirements of the Registrar.

This study followed all ethical and legal requirements regarding research participants clearly stated by the Ethical Committee of the University of Pretoria. The participants received the Participant information sheet and a Consent form for their information. Risks were minimized and participants were informed and protected of any risks involved (Hancock & Algozzine, 2011). In order to prevent any unexpected situations, an email and mobile phone communication between the participants and the researcher was established. Through these strategies, participants could ask any questions related to the study to guarantee their security.

The data constructed as part of the study such as transcriptions, drawings and photographs were used for research only. I followed Scarles' (2012) recommendation to obtain copyright permission from the participants of using drawings and photographs as part of the study in any published media. In this sense, participants signed written consent forms to allow the data obtained from the study to be shared in the Registry of Research Data Repositories (re3data.org) to expand the knowledge of the research topic at the end of the study.

Confidentiality and anonymity were provided to all the participants. Each transcription of the in-depth individual interviews about the drawings and photographs were coded. The list codes are known only by the researcher and supervisors. In the discussion of the ideas, I used general references about the profile of the participants avoiding them being identified and guaranteed their anonymity.

My position as an insider and outsider of the University of Pretoria provides me some advantages and disadvantages. During the time that this study was conducted, I was a full-time student teacher as part of the contact education modality as well as a part-time University of Pretoria lecturer. Some advantages of this position were of being known as another student of the Faculty of Education of the University of Pretoria. Another advantage was to have direct contact with the university policies and organizational culture as my role as a lecturer of the Faculty of Humanities of the same university. Besides, I lived in a University of Pretoria postgraduate student residence since April 2015 until May 2018. I fulfilled a student representative role as the vice-chairperson of the student committee of the biggest postgraduate residence (Tuksdorp) of the University of Pretoria from August 2016 until August 2017. Several University of Pretoria postgraduate student teachers lived in this residence during the time that this study was conducted, and they recognized me as part of their support system

during their university studies. These conditions provided me access to the student teachers and made their participation possible.

On the other hand, my position as a student and as a University of Pretoria lecturer had some disadvantages. Some of these disadvantages were the possible loss of perspective and the increase in subjectivity by being so involved in the intricacies of the study. This was possible considering the qualitative nature of the study and the possible subjective interpretations that arts productions have; however, the permanent feedback of my supervisor as well as the feedback of key participants or 'confidantes' prevented me being over subjective and to maintain the focus on answering my research questions. This feedback provided different perspectives about what was transpiring in the data constructed. Peshkin (1991) affirms that these practices are important so that the researcher avoids the trap of perceiving just what the researcher's own untamed sentiments have sought out and served up as data.

h. Meaningful coherence

A qualitative study with meaningful coherence is a coherent study and achieves its stated purpose (Tracy, 2010). Tracy clarifies that by 'meaningful coherence', she does not mean that a study cannot or should not be messy, disturbing, unexpected or jarring. Following Tracy, I would like to highlight three strategies that this study applied to enhance meaningful coherence, namely: (1) to accomplish its stated purpose; (2) to use methods and practices that partner well with espoused theories and paradigms; and (3) to attentively interconnect literature reviewed with research focus, methods and findings.

This study used the following strategies to enhance meaningful coherence. Firstly, this study accomplished answering its research questions, which was its focus and all its section were written in a way to contribute to their academic answer. Secondly, this study used concepts, methods and practices that fit in its social constructivist paradigm and research methodology. For example, this study uses 'data construction processes' rather than 'data collection process'; 'crystallization' rather than 'triangulation'; 'member reflections' rather than 'member-checking', and 'arts-informed methods' rather than 'arts-based methods'. Finally, this study claimed meaningful coherence by ensuring that the study hangs together well. In this regard, the reviewed literature situated the findings, the findings attended to the stated research questions or focus, and the conclusions were meaningfully interconnected with the literature

and data constructed. Similarly, there was consistency among its research approach, research paradigm, research design, research sample, research methods for data construction and for data analysis, qualitative criteria, and ethical procedures.

4.13 Conclusion

In this chapter, I explained and accounted for the choice of the research methodology applied in this study because I wanted to describe the route I followed to propose answers to my research questions.

This study is a qualitative research following a case studies design. I used arts-informed methods such as drawings and photovoice (photographs) complemented by in-depth individual semi-structured interviews and field-notes from observations. I developed two stages of the data construction process to promote interaction and collaboration between myself and the student teachers since I believe that reality is subjective and relativist, based on my socio constructivist paradigm. I also discussed the research methods and analysis processes of the data and findings that this study conducted.

I clearly explained that I conducted my analysis on two levels considering the two research questions. In the case of the first research question, after using various coding methods of analysis, the data was examined to define codes, categories, themes (first generation), thematic categories (second generation of themes) and major themes to discuss (refer to the sections 4.8 and 4.9). In the case of the second research question, a similar process was conducted as well as to define meta codes, outcomes, thematic categories and propose main themes to discuss the findings based on the two research questions (refer to the sections 4.10 and 4.11). In the data constructed of both research questions, I followed a crystallization process.

Seemingly, this study could be consider as a multiple case study design with a cross-case analysis (Bryman *et al.*, 2019) of the five participants. Nevertheless, this study is a case study of a single institution, specifically its Faculty of Education on how its student teachers view the role of the university.

Finally, the issue of quality criteria for a qualitative research that derives from the trustworthiness of the study has been argued and justified. In the next two chapters, I present the findings related to my two research questions.

CHAPTER 5: PRESENTATION OF FINDINGS - LEVEL 1: VIEWS ON THE ROLE OF THE UNIVERSITY

5.1 Introduction

In this chapter I engage with the first level of analysis which considered my first research question, which is: "what are the views of the student teachers of the University of Pretoria on the roles of the university". As explained before, I decided that the most appropriate way to do the analysis was on two levels considering my two research questions.

Following a qualitative data analysis approach, I conducted a thematic analysis of my data (Bryman *et al.*, 2019) searching for themes. In this regard, I identified core themes in my data considering its content as well as the frequency of the occurrences of certain incidents, words and phrases that denote a theme during my coding process. This process implied a kind of quasi-quantification that influences the identification of themes and the elevation of some themes over others.

5.2 Student teachers' views on the role of the university

In the following section, I will explain the views on the role of the university of the five participants of this study.

5.2.1 Helen's views

Helen is participant number one of this study. At the time of research Helen was a postgraduate student in the Faculty of Education of the University of Pretoria. Helen's father works with students at the University. Helen is a white female completing a Postgraduate Certificate in Higher Education (PGCHE), and a second generation to attend the university.

From Helen's data, I coded a total of 16 views on the role of the university. The number of views coded, and the views' codes of the following participants, are only to identify them and allow me to discuss them in chapter 7 of this study. I used these numbers without any intention of comparing their value in contrast to the number of views coded of the other participants.

I hereafter compile a narrative of Helen's views on the role of the university. I am going to describe each role to which she referred supported by a variety of data, such as written texts, sections of drawings or photographs that she took as part of this study.

Helen's first view on the role of the university is that the university has a role to provide practical and experiential education; specialized and broad; relevant, useful, creative and sensitive to student's characteristics; promoting integrated learning across professions; and related to what is happening in the world.

Helen stated five characteristics of the education that she saw as the role of the university.

Firstly, according to Helen, the education that the university provides should be practical. This practical characteristic was illustrated by a drawing of a person teaching another person a practical task with a hammer (2:1 (1:2471:1064-1:2827:1679) - D 2: 1-Drawing).
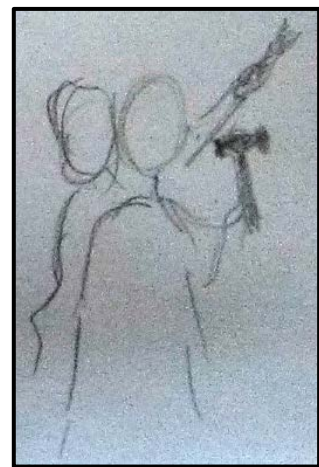
This education should also provide an opportunity to experience the teaching profession. To explain this idea, Helen took a photograph of her shoe box covers as a metaphor (12:1 (1:1360:50-1:3456:2280) - D 12: 1-P9). Helen explained this metaphor by stating that: *"... the role of the university is to give you the shoes of the profession so that you put it on and you experience its understanding before you actually go into the reality, and you walk with those shoes ..."* (3:52 (31673:32016) - D 3: 1-P-F-W-P-2). Additionally, according to Helen, the education that the university provides should be specialized and broad, since a teacher is required to know almost everything.

Furthermore, according to Helen, the education that the university provides should be relevant. Helen argued that this education should explain meanings, be useful and creative to expose students to how the real-world works. Helen took a photograph of a dictionary to explain this view: (4:1 (1:496:396-1:3240:2151) - D 4: 1-P1) *"A dictionary explains meaning ... In*
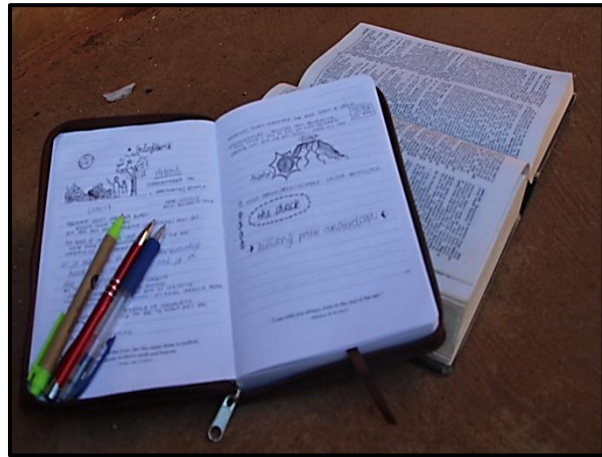
education, they always teach us that we must teach a child what is this information mean to them, how can they relate it back to the real world, how do they can use it and so on ... In architecture, we had to visit sites for instance; there you get a better idea of how it works instead of showing you a plan or something ..." (3:18 (5495:7860) - D 3: 1-P-F-W-P-2).

Helen observed that to have a relevant education, the university should also be sensitive to the personal characteristics of the students. Helen took a photograph of a bicycle (10:1 (1:730:180-1:4690:3040) - D 10: 1-P7) to explain a metaphor to illustrate uniqueness and complexity of each individual student. She explained: *"... These [bicycles] always look different,*

in general, they are different, with different backgrounds from where the people come from, from which they take experiences, ideas and things ..." (3:47 (2910:3343) - D 3: 1-P-F-W-P-2).

According to Helen, the education that the university should promote is integrated learning to better understand the profession and to prepare students for the work environment. Helen stated: *"... The university should build up a community, for instance we, the architectures and the engineers' ones, in reality, we are going to work a lot with them [referring to the engineers] ... The university should promote interconnections, integration, and sort of integrating learning, because a lot of professions overlap, a lot! [She expressed with emphasis]"* (3:45 (28385:29007) - D 3: 1-P-F-W-P-2).

Finally, with reference to the role of providing practical, experiential and relevant education. Helen emphasised that the education should be reflective in terms of understanding what is happening in the world and should relate theoretical knowledge with reality. Helen argued that: *"The university [should] gives you tools to think differently about the world ... we do practicals [referring to practice teaching], where you get an idea of a school and understand how do they work; it feels that when you are studying the theoretical knowledge ... it is very theoretical! [Helen emphasized this idea with a high tone of voice], there is not time to stop and let's go to spend a day in an account office ... what are the things that you encounter instead of just sticking to these theories?"* (3:50 (30743:31533) - D 3: 1-P-F-W-P-2).

Linked to her view to provide a practical, experiential and relevant education, Helen's second view on the role of the university is that it has a role to ensure that society be sustainable. In this regard, Helen stated that the university has a role to promote an ongoing and growing process for persons, community, country and the world, by promoting interaction with people, valuing their differences, the wise use of technology keeping humanity, and by developing skills (social, emotional and intellectual) in students.

Helen explained her view about what she understood as sustainability through two drawings: a world with arrows (2:2 (1:0:99-1:1658:1235) - D 2: 1-Drawing) and a tree (2:3 (1:1442:598-1:2262:1679) - D 2: 1-Drawing). She commented on her drawing of the arrows referring to the role of the university: *"... we cannot go and to have an end as a profession ... it needs to be ongoing and growing. You need to continue forever ... So the arrows are to say that we must continually ... grow, as a person, as a community, as a country, as a world. Yes, it is sustainability ... If it stops, it seems that it [the university] will lose that"* (1:14 (3796:4324) - D 1: 1-D-F-W-P-2). She also explained that: *"the tree is also symbolic, because of this continuing loop that we have on living and working ... The tree also symbolizes that, it grows and makes seeds and makes another tree ..."* (1:33 (8849:9103) - D 1: 1-D-F-W-P-2).
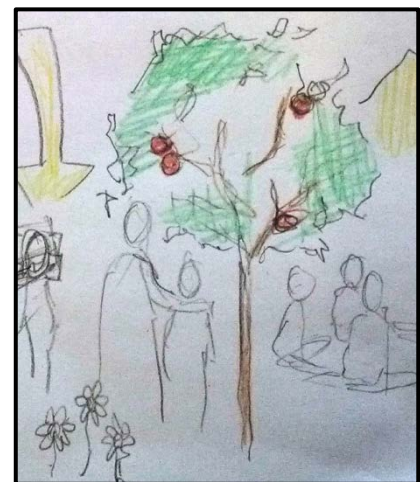
According to Helen, the university role to ensure that society be sustainable fostering humanity must consider three things: (1) interaction and communication with people; (2) the background of the people and wise use of technology at the same time keeping humans and their needs in the forefront; and (3) to provide students with the tools to produce 'seeds and fruits' in the world, in other words, to contribute to the world.

To support the above views, she took a photograph of a plant (11:1 (1:100:180-1:2240:2780) - D 11: 1-P8) and explained: *"It is plant growing ... I feel that plants are sustainable. If the soil is enough, if they get enough sunlight and the weather is good, they produce their own seeds; the seeds are deducted by bees or birds or whatever; first they spread seeds to make more plants, and then they grow up again ... If I see it metaphorically, your schooling years are*

when you grow up until the point where the university teach you how to produce seeds and fruits, to continue on, until you make it a full circle. These are the types of tools that you are going to need in the outside world. You are going to need some social skills, emotional skills, intellectual skills to interact with people. The university wants from us to make seeds of fruits to better enable us to survive [contribute] in the world" (3:49 (29064:30157) - D 3: 1-P-F-W-P-2).

With reference to the above, Helen's third view on the role of the university is that it has a role to ensure students understand what is happening in the world, to explain how and why people think the way they think, in combination with the students' own responsibility.

Helen drew a world to explain her view on the role of the university as it relates to global happenings and connections (2:2 (1:0:99-1:1658:1235) - D 2: 1-Drawing). She clearly stated that this role also included the students' responsibility towards it: *"It is a world! [Helen laughed]. I think a world because I feel that in this time and age, we are so connected with everyone and everything! I believe to a certain extent that's a university's role; I think that [also] individually, it is also your own responsibility to ensure that you know about what things happen in the world"* (1:9 (3028:3347) - D 1: 1-D-F-W-P-2).

Helen also mentioned that to know what is happening in the world is important because it helps students to understand people's ideas and to interact with them. She drew a drawing of a teacher counselling and supporting a student to support her thinking (2:4 (1:641:1064-1:1885:1679) - D 2: 1-Drawing). Helen explained that: *"[a university's role is to help to understand] … How do the people think? Why do they think in the way do they think? [The university has] to give you [as a student] a better idea of people around you"* (1:10 (3441:3598) - D 1: 1-D-F-W-P-2); *"[to know] how to interact, to be an effective person"* (1:11 (3601:3642) - D 1: 1-D-F-W-P-2).

Helen also considered the university as the highest educational level and that it has the role to provide students with a wider and deeper understanding of what is happening in the world. She described her view on this role of the university by taking a photograph of stairs (9:1 (1:250:430-1:3310:3960) - D 9: 1-P6). Helen explained her thinking as follows: *"It is the idea that you are building up from preschool, grade one, to a certain point until to get to the university. The steps are the idea that you move from step one, three, and four … you get to the top, and the university metaphorically is supposed to be able to show you the view. You have been prepared up until that point and then the university's role makes you understand where everything fit …"* (3:10 (2508:2909) - D 3: 1-P-F-W-P-2). She continued: *"… the university is on the top, where you can have a view of the world, the role of the university is to expose you to better understanding about what you haven't seen or what you have toward a deeper sense …"* (3:38 (25209:25962) - D 3: 1-P-F-W-P-2).

Apart to ensure students understand what is happening in the world, Helen's also viewed the role of the university as it has a role to provide a degree.

Helen, to support her idea that the university must provide certification of abilities and knowledge, drew a graduation cap (2:5 (1:0:118-1:792:853) - D 2: 1-Drawing). She then explained it as follows: *"This is a hat of graduation. At the end, the first responsibility of the education system is obviously is to get a degree [Helen laughed]"* (1:15 (4342:4478) - D 1: 1-D-F-W-P-2).

Following on her view on providing education, Helen's next view on the role of the university is that it has a role to introduce people into experiences of helping other people, especially in a sustainable and holistic manner.

Helen drew a doctor to express her views on the role of the university in helping people (2:6 (1:14:824- 1:655:1679) - D 2: 1-Drawing) and she explained her view on this role that the university: *"… is a sort of a doctor … I always feeling that everyone should be helped and we should help everyone, but also I believe that also the university … is a great space where we can introduce people to stuff like that [opportunities to help others]"* (1:16 (4496:4877) - D 1: 1-D-F-W-P-2).

Helen explained her experience of helping the car guards around the university through her church. She elaborated: *"Now at my church, we are connected with the university with developing the surrounding area, especially with the car guards of the university … The churches in the area, they are sort of coming together to better their lives but not in the sense that to just give them food but to help them in the way of being sustainable in the right sense"* (1:17 (4878:5283) - D 1: 1-D-F-W-P-2). In this context, she emphasized the sustainable way of helping in contrast to providing mere assistance. She elaborated: *"Coming back to sustainability, if I love someone for a moment, it is not sustainable; it is the same as the car guards, giving them food one time is not sustainable; it is not going to mean anything. It is not sustainable because I am giving them food now, I am not telling them how to make food themselves; and it is not holistic because I am just feeding that just one part, that physical part of 'I am hungry'. What we are doing now, we are teaching how to grow their own food, their own vegetables and things like that …"* (3:60 (35861:36384) - D 3: 1-P-F-W-P-2).

With reference to the above, Helen's sixth view on the role of the university is that it has a role to teach holistically: in an intellectual, social, emotional, and physical manner to prepare student to live in a society full of information.

Helen recognized the responsibility of students in seeking a holistic teaching/learning process by describing her experience of taking a gap year to explore other intellectual interests after she finished her Architecture undergraduate degree. Helen, as an architect who is becoming a teacher, described her view in the following way: *"… for me being taught in a holistic manner, automatically would be great … I know, I have to take my responsibility as well, that's why I did the last year Anthropology, ancient culture, the Drama Department subject, a year of study,*

it was very interesting to me because I was exposed to these ideas as well as other things. Even thought that Architecture did it until a certain level, I feel that you are better equipped as a person, to be a good person in that sense if you are taught in a holistic manner …" (3:58 (34668:35318) - D 3: 1-P-F-W-P-2). Helen affirmed that teaching holistically implies considering different aspects of human life: *"… you teach the person in all aspects of life; they need to be able to have social interaction, emotional support, physical, opportunities for them to grow and learn as a whole unit"* (3:8 (2173:2405) - D 3: 1-P-F-W-P-2).

Helen used her drawing of a tree to explain her view on holistic intellectual formation -especially, to find and to assess useful information- that the university should provide (2:3 (1:1442:598-1:2262:1679) - D 2: 1-Drawing). She explained: *"These are fruits on a tree. It is because of the basis need of eating, [the university' role is] to make sure that you will be able to live. One of the role of the university is to introduce students to live in the way to show them where they can find information"* (1:32 (8609:8846) - D 1: 1-D-F-W-P-2). She further clarified her view about teaching in a holistic manner: *"I know how to use Google … but I am referring more in the sense that how do you discern between information that you get, especially now that we have access to a lot of information, how do you discern about good information or bad information, that information that really help you, how do you get useful information ..."* (1:31 (8054:8511) - D 1: 1-D-F-W-P-2).
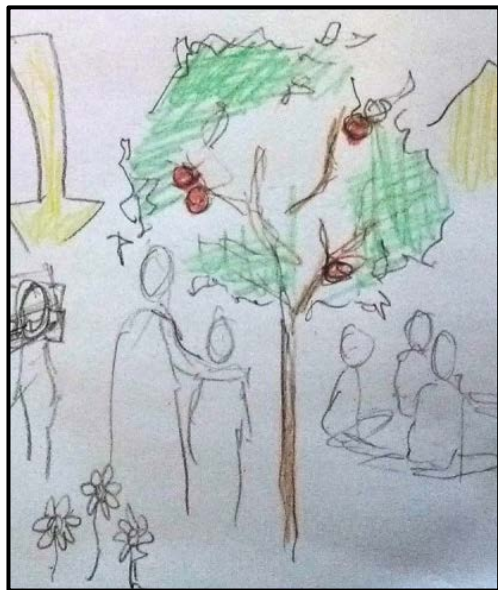
Linked to her holistic view, Helen's next view on the role of the university moved from the personal to the institutional and she argued that the university has a role to grow as an institution: to think about itself as an institution, to grow in different spaces, and to adapt to changing times, seeking to be relevant to its time.

Helen drew an ascending staircase like an arrow using different colours (2:7 (1:1952:154-1:2827:1056) - D 2: 1-Drawing). She clarified the meaning of her drawing as follows: *"One of the role of the university is to think about itself as an institution and to aim to grow as an institution"* (1:36 (10017:10131) - D 1: 1-D-F-W-P-2). Helen added: *"[The university] It always needs to grow. The university must never be static, it must never stop. In growing to the time, the colours, it is just to show that it is different. If it was in one colour, we would grow in one space, but I mean, the role of the university now is a lot different in 50 years ago"* (1:34 (9193:9500) - D 1: 1-D-F-W-P-2). She continued: *"… so it is sort of know what the next thing is, how the society is going to be now, and how does the university is going to prepare students for that. One of the roles of the university is to be sensitive to its time, to be relevant to their time"* (1:39 (10793:11042) - D 1: 1-D-F-W-P-2).
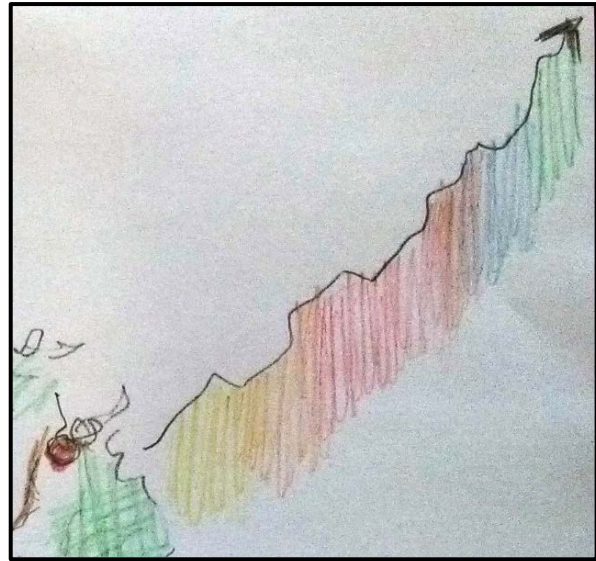
Helen clearly stated that the current university should not imitate previous models or universities from first world countries. In this regard she said: *"I am not saying that it is growing up in a linear direction; I am not saying that the university in 50 years it is going to be better than it is now. I think that the university needs to be applicable to its time, and its context and what the people's needs are"* (1:37 (10133:10393) - D 1: 1-D-F-W-P-2). With reference to the Global North she proclaimed: *"We cannot look to the first world country, and think we should be like that, because it is completely different. I experience first and third world countries, they are worlds apart. I am more comfortable in the third world country that I am in the first world country. They have completely different issues and problems"* (1:67 (19246:19615) - D 1: 1-D-F-W-P-2).

Helen took a photograph of a clock face to express her view on the role as an institution that grows seeking to be relevant to its time (13:1 (1:170:20-1:2680:2304) - D 13: 1-P10). She highlighted that it is a university's role to be adaptable to changing times, in the process returning to one of the key themes in her thinking, sustainability, otherwise it will be irrelevant to its time. She affirmed: *"The university should adapt to the times; it should be relevant. It is tied again to sustainability, being relevant now and adapting to changes time ..."* (3:55 (32611:32839) - D 3: 1-P-F-W-P-2).

Another view held by Helen on the role of the university is that the university has a role to provide emotional support and guarantee the wellbeing of the students at residences, in combination with the students' own responsibility.

Helen has the view that the university by operating residences opened itself to a supporting role such as providing a platform or structure to offer emotional support to students. Helen explained her views on this as follows: *"... for me the main purpose of the university is academic, obviously, the moment you bring residences, and then the more emotional stuff keeps a lot more importance. Then, you suddenly have students living in res, ten thousands students, it is really enormous! universities having residents that are full under them, universities take them under responsibility for the students and their wellbeing, and not just academically but as well as emotionally"* (1:59 (15738:16294) - D 1: 1-D-F-W-P-2). She continued: *"... you need to have structures in place to support them [the students] at emotional level as well. Because, these people are not close to home anymore, whether or not they have them [emotional support from home], they are not close by. You need to create emotional support. Because you associate yourself with residences"* (1:60 (16295:16667) - D 1: 1-D-F-W-P-2).

With reference to emotional support, Helen took a photograph of a tissue box (7:1 (1:1010:290-1:3280:2190) - D 7: 1-P4) as a metaphoric artefact. Helen used this to argue that the emotional support role that students at residences should receive must be collaborative between the university and students. She said: *"This is a tissue box. I thought that it is the best way to visualize emotional support because when you cry you use tissues. Emotional support is a difficult one [role] also to force on a person, it is the same of the social one [support], it is your own responsibility [as students], but the university need to provide a platform for you to go for emotional support"* (3:32 (23051:23390) - D 3: 1-P-F-W-P-2).

The next view Helen had related to the university is that it must support the intellectual and academic growth of the students as persons, in combination with the students' own responsibility.

Helen stated her views on the role as it relates to support the intellectual and academic growth of the students as persons in the following way: *"The first role of the university should be the academic … I believe that in saying it should not being academically only, it should be personal, because it is about of intellectual knowledgeable growth of a person. You don't come to the university to party! [Helen laughs], you come to the university to study, you come to university to learn something, I believe that's the first big role"* (1:24 (6774:7221) - D 1: 1-D-F-W-P-2).

Helen posited that the university needs to be open to different ways of learning and expression of contents as well as to provide personal academic support to students. In this regard, Helen took a photograph of her personal notebook (4:1 (1:496:396-1:3240:2151) - D 4: 1-P1). She proceeded to explain: *"… this is my personal notebook that I actually use at*
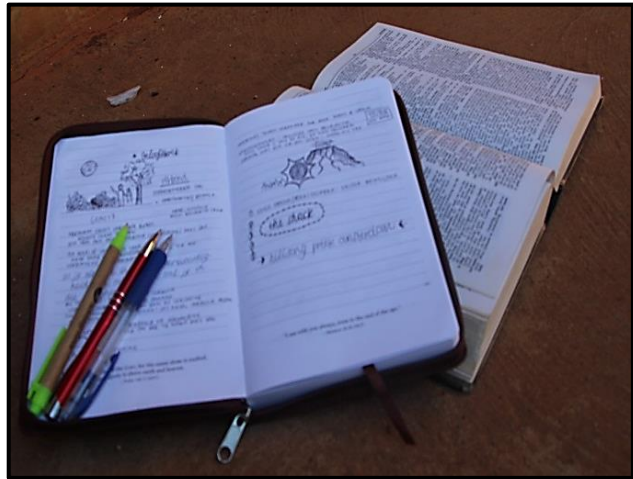
our cell group at church … if I heard stuff that is how I sort of depicted them; I write and I draw and I do all different things to get a bigger understanding … so it is a sort of personalize. If I bring it back to the role of the university, they [universities] must sort of give a free range to students in terms of how do they are going about understanding content. You are not just supposed to write an essay about it. If you can expressed it in another way, as well … every person is an individual, they have ways of thinking and reasoning about topics and ideas in the different way than somebody else. They come from different backgrounds, experiences and so on. So it is just to show that there is a need to make room for you to explore knowledge in different manners" (3:17 (4390:5473) - D 3: 1-P-F-W-P-2).

In continuation Helen explained that the university should provide resources and support, as a system to achieve the academic and intellectual growth of the students. In this regard, she took a photograph of a library shelf full of books (5:1 (1:30:160-1:3220:2180) - D 5: 1-P2). The purpose for taking this

photograph was explained by Helen in the following way: *"… I think that it [the university] is its main role, academic and intellectual development, and having systems in place that can support it"* (3:6 (1805:1979) - D 3: 1-P-F-W-P-2).

With reference to the above context, Helen argued that students are responsible for using the academic and intellectual resources that are available, as well as contributing to this knowledge with their personal background. Helen: *"… It is a library … there is an intellectual role of the*

university but they should just give you the resources. This is your own responsibility [as student] if you want to go and read up on further on certain subjects, or people, ideas ...” (3:20 (7993:8683) - D 3: 1-P-F-W-P-2). In continuation, she said: *“I believe that you as a student come and the lecturer must not give you everything, you must bring something to the university from your own side”* (1:27 (7375:7520) - D 1: 1-D-F-W-P-2).

Linked to her view to support the intellectual and academic growth of the students, Helen's tenth view on the role of the university is that it has a role to make its archive of information accessible to the community.

Helen used her photograph of a library (5:1 (1:30:160-1:3220:2180) - D 5: 1-P2) and described her view in this way: *“...It is the role of the university to make this [to provide books and other resources], not necessarily just open for the students, but open for the community. It [the university] has this archive of information available and easily accessible for you to use”* (3:23 (8155:8621) - D 3: 1-P-F-W-P-2).

In continuation, Helen's next view on the role of the university is that it has a role to facilitate the development of students' social skills for students to be able to understand people from different cultures.

To explain her view on the role of facilitating the development of students' social skills, Helen took a photograph of a group of students (6:1 (1:110:450-1:3540:2670) - D 6: 1-P3). She explained: *“... My uncle said, 'you always thought about the university in the sense that we come for an academic*

degree but at the same time you get a social degree', because suddenly you are going to have to interact with people you never met before, completely different backgrounds ...” (3:26 (8822:10938) - D 3: 1-P-F-W-P-2).

Helen proceeded to describe her experiences at the university in developing social skills. She highlighted the importance of being socially experimental, to approach people and to ask in order to understand. She commented: *"... I was social but I was not social experimented. I met people in res [residence] from different background and it taught me about simple things like understanding a person from another culture. I grow up in a very Afrikaans environment, Afrikaans family, sort of white ... At university, I really reach the point where I could understand, there is completely different space from they [students] are coming from, if I didn't come and ask to understand, I won't really know ..."* (3:26 (8822:10938) - D 3: 1-P-F-W-P-2).

Another view held by Helen on the role of the university is that it has a role to provide physical facilities.

To explain her view on the role of providing physical facilities, Helen took a photograph of an athletics track to explain her view on the role of the university (8:1 (1:4:2-1:258:193) - D 8: 1-P5). She expressed that by providing physical facilities, the university contributed to the integral development of the student. She explained: *"The physical one [as a role of the university], that aspect is part of the holistic person, to have those interactions, and also sports and physical things sort of binds people ...."* (3:35 (24083:24241) - D 3: 1-P-F-W-P-2).

Helen's thirteenth view on the role of the university is that it has a role to build up students' identification with their university through sports or cultural aspects.

Helen explained her view on a role to build up students' identification with their university through sports or cultural aspects using her previous photograph of the athletics track. She said: *"It is weird and stupid but you do it when you support Tuks in rugby, when you play against Maties from Stellenbosch University ... One of the role of the university is to build up the identity of the students related to be proud of a university. A sport does a lot of that ... I feel that cultural does it as well as part of a choir or an adult group. It gives you a sense of pride, like Tuks Camerata or Tuks rugby as well, it is great when it is there for you; it gives you a*

little bit of identity. I think that students do search for identity still. I mean, my cousin goes to Posh and my other cousin is in Stellenbosch, and we are the Tuks people, and they are the Posh, ra ra ra ..., it does gives you a place in the world, a place where you belong" (3:36 (24243:25156) - D 3: 1-P-F-W-P-2).

Another view held by Helen on the role of the university is that it has a role to fill in the educational gap of the students by their lack of basic skills.

Helen reused a photograph of a bicycle (10:1 (1:730:180-1:4690:3040) - D 10: 1-P7) to explain her view on the educational process that needs to be followed and the role of the university to fill in possible gaps that students might have.

Helen observed: *"There are these steps of how to learn to ride a bicycle, you cannot just ride a bicycle; it is the same as that you cannot just come to the university. There is a procedure that you follow, certain skills and attributes that you learnt"* (3:41 (26476:26711) - D 3: 1-P-F-W-P-2). She continued: *"When I was in Netherlands in 2015, I saw how the kids learn to ride a bicycle, first they do not ride the bicycle; they just walk"* (3:40 (26053:26233) - D 3: 1-P-F-W-P-2). She added: *"The education system fails certain students in that respect, of not teaching them properly until they get to the university, and the university has to pick up some things that were missing. When you get to the university, you learn to ride a bicycle, to feel confident and comfortable, to interact with people, information, everything .... The university has to fill in that gap, those basic skills. Definitely there is a gap unfortunately between a child that is coming from a rural school, who does not has all the resources or enough resources, teachers do not teach them properly, versus a kid that comes from a private school that has all the resources of the world, best teachers, pay a lot of money. There is a gap in terms of how do I study, how do I interact and communicate knowledge and things like that ..."* (3:42 (26713:28177) - D 3: 1-P-F-W-P-2). Finally, Helen concluded: *"About the metaphor, the university should teach you how to ride a bicycle which leads you to go into your life"* (3:44 (28273:28383) - D 3: 1-P-F-W-P-2).

Helen's penultimate view on the role of the university is that it must contribute to the students' clarification of their vocation by allowing students to experience different professions in order that they choose the one(s) that suit them.

Helen returned to a photograph of a shoe box cover to explain a metaphor about her view on the role to contribute in the students' clarification of their vocation (12:1 (1:1360:50-1:3456:2280) - D 12: 1-P9). Helen stated that at the university students have opportunities to experience different professions by trying different faculties, departments or courses until they choose one or ones that suit them. Helen explained it in the following way: *"The university have different Faculties, or shoes, and then you choose one, two or three, you try different ones until to figure it out which ones fit you. Some people know from school which shoes fit you according to their personality. I feel that the role of the university is to [allow students to] experience that profession so that you can either decide, yes it is completely for me or it is not ..."* (3:53 (32018:32553) - D 3: 1-P-F-W-P-2).

Helen's final view on the role of the university is that it has a role to do research.

Helen referred to the photograph of her personal notebook (4:3 (1:496:396-1:3240:2151) - D 4: 1-P1) to explain her view on the role of the university to do research. She explained: *"So, research, ideas, understanding, thinking, reasoning about ideas [are the role of the university that I wanted to depict in this photograph] ..."* (3:66 (4151:4296) - D 3: 1-P-F-W-P-2).
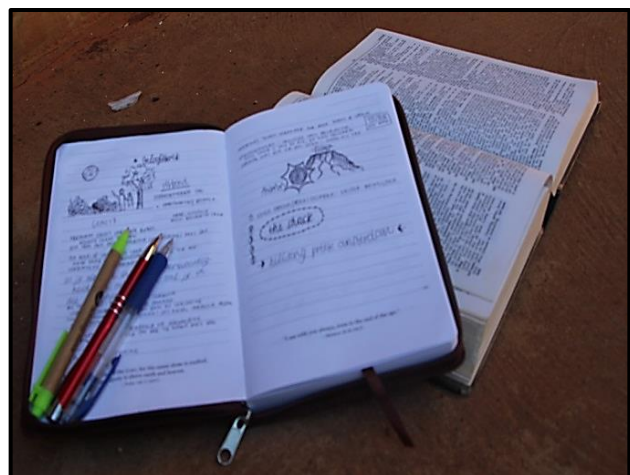
I recognized three emphases in Helen's views on the role of the university.

Firstly, Helen stood for a university that provided a practical, experiential and relevant education related to what is happening in the world. According to Helen, this education should provide an opportunity for students to experience the profession that they are studying, hence, Helen's metaphor of her shoe box cover. Helen understood that this teaching/learning process should be holistic which includes the intellectual, social, emotional and physical aspects of the students. This education should also be specialized, broad, useful, creative and promotes integrated learning across professions based on interdepartmental or interfaculty exchanges.

Additionally, Helen stated the role of valuing and developing the human aspect of the students. She emphasized the university's role in providing emotional support and guaranteeing the wellbeing of the students in residences. Furthermore, Helen affirmed her expectancy from the university to facilitate the development of students' social skills in order that the students be able to understand people from different cultures, hence, her statement of obtaining a 'social degree'. Helen also emphasized the value and development of the human aspect of the students by pointed out the role of the university to support the intellectual and academic growth of the students as persons, considering their individuality. She also stated that teaching should be sensitive to students' personal background, nicely illustrated by her metaphor about the uniqueness of a bicycle regardless of their commonalities. Similarly, Helen stated that the university has a role to contribute in the students' clarification of their vocation by allowing students to experience different professions in order that they choose the one(s) that suit them.

In this context, Helen also pointed out the role of ensuring that society be sustainable by promoting an ongoing and growing process as persons, community, country and the world. In this process, Helen demanded that the university as an institution needs to grow as an institution by thinking about itself and seeking to be relevant to its time and context. Helen acknowledged that the university ensured social sustainability by fostering people interactionally, a use of technology that value human aspects, and by providing tools to students to contribute in the world.

There are two other aspects of Helen's view on the role of the university. They are: (1) to promote community development; and (2) roles in which there is more coincidence in the literature. Helen argued that the university has a role to introduce people into experiences of

helping other people sustainably and holistically to make accessible its archives of information to the community; or even to fill in the after-school educational gap of the students expressed in their lack of basic skills. All these activities clearly described a university that is community engaged and is accessible to its community. Additionally, Helen mentioned other roles of the university that are very well recalled in the literature as well as being traditionally related to the university, such as to provide a degree, to provide physical facilities such as lectures halls, books, sport grounds, among others; or to do research.

During Helen's understanding of the role of the university, I would like to acknowledge that Helen commented several times on collaborative labour between the university and the students. Helen stated that the students also had the responsibility to be engaged in their intellectual and academic growth as people by seeking a holistic teaching/learning process. Similarly, to seek understanding about what is happening in the world in order to understand people's ideas and to know how to interact with them; or about the student responsibility to cultivate their wellbeing and to seek emotional support from the university services provided, especially of students' at university residences.

5.2.2 Temmi's views

Temmi is participant number two of this study. At the time of research Temmi was a postgraduate student in the Faculty of Education of the University of Pretoria. She is a black female, last-born of four sisters and is the only one in her family who completed matric and the first person to attend a university.

From Temmi's data, I coded seven clear views on the role of the university. I hereafter compile a narrative of Temmi's views on the role of the university. I am going to describe each role to which she referred supported by a variety data, such as written texts, sections of drawings or photographs that she took as part of this study.

Temmi's first view on the role of the university is that it has a role to provide 'academic excellence' to the students allowing them to have a good life and be happy.

Temmi's view was stressed in two ways: by writing 'excellent academic' in a drawing (2:2 (1:48:386-1:2852:2138) - D 2: 2-Drawing); and by using colours to emphasise the importance of the university to provide academic excellence. Temmi stated: *"I put colours in the phrase of 'Excellent Academic' because I wanted*

to feel that excellence! If I see it black and white, it will be just 'Excellence Academic'. I wanted something that is attractive, something that make me feel that I am talking about 'excellence academic' now" (1:34 (14753:15056) - D 1: 2-D-F-B-P-1).

During the interview, Temmi explained that by the university providing academic excellence students are allowed to have a good and happy life'. As part of this study, she took photographs of herself to describe her personal journey from being at high school, studying at the university and then currently working as a schoolteacher. Temmi stated: *"I think that the role of the university is being educated, having a good life and be happy. I took my own pictures so people can see that this person is educated, this person is smart, this person is always happy"* (3:5 (1763:1976) - D 3: 2-P-F-B-P-1). Temmi continued: *"the main role of the university is to produce students who can do better outside university, who can help with the economy, who can be the best entrepreneur one day ..."* (1:1 (706:976) - D 1: 2-D-F-B-P-1).

With reference to the above, Temmi's second view on the role of the university is that it has a role to do research. Temmi explained her view based on her personal experience to learn how to do research at the University of Pretoria. She commented: *"... when I was doing my undergrad at my institution, I was doing my research and I heard that this university [the University of Pretoria] is one of the best universities when it comes to research. It is tied to my mind that after my undergrad, I need to go to the University of Pretoria, because people of the University of Pretoria do research, going out of the country. It is one of the top universities ... I was aiming to those universities because of their academic excellence and about to do research. If we can go in one of those universities, meaning you know research ..."* (1:5 (1950:2575) - D 1: 2-D-F-B-P-1).

Following on her view on learning about research at university, Temmi's third view on the role of the university was that it has a role to play in preparing students to be employed and by that improving their quality life, being independent and able to help their families.

Temmi explained her thinking in this regard as follows: *"The role of the universities in general, is to provide education for students who want further studies so that people can be employed"* (1:7 (2706:2837) - D 1: 2-D-F-B-P-1). She continued: *"… to get a job, you need to go to school [referring to the university]"* (1:11 (4468:4553) - D 1: 2-D-F-B-P-1). Temmi also acknowledged that: *"I decided to do education … to go to work at the end. I see education as a way to ascent in my social economic status …"* (1:32 (14611:14746) - D 1: 2-D-F-B-P-1).

Additionally, Temmi established a relationship among the following aspects: being educated at the university, obtaining a job and having personal satisfaction. In this regard, she chose one photograph of herself at her student residence to explain this conceptual relationship (10:1 (1:0:16-1:960:1280) - D 10: 2-P7). She elaborated: *"… I think that one day, and I must be like this [as someone who was going to the office], every day in the morning, I must be like this [she emphasized this idea by pounding the table]. I must go out to work after my degree … If the university is providing a quality education, I do not really struggled when I go to the field. I can know how to express myself. I can know how to do some work. I know how to socialize with other people from work"* (3:32 (13313:13897) - D 3: 2-P-F-B-P-1).

Temmi also mentioned some aspects on how the preparation to be employed can improve students' quality of life. I identified three aspects of this preparation. According to Temmi, the university should allow her: (1) to improve her quality of life and to obtain a better job; (2) have economic stability; and (3) be independent and able to help her family.

With reference to the above, Temmi took a photograph of herself in Bloemfontein, her former university, when she was doing her fourth undergraduate year (13:1 (1:0:16-1:960:1206) - D 13: 2-P10). The photograph was taken the day she received an academic award from her university. Temmi argued that the university education allowed her to improve her quality of life and in so doing she could leave behind the struggles of her rural background. Additionally, she stated that her university education allowed her to obtain a better job: *"This is me, looking nice, having a good view on the back; you can see the place around. This is not the rural area anymore. It is a very, very nice place!"* (3:38 (17575:17728) - D 3: 2-P-F-B-P-1). She continued: *"… I took this photo because basically, I love it! I look as someone who is going to the Department of Education. It is someone who is talking about compare education to other countries [by the education received at the university]"* (3:40 (17633:17910) - D 3: 2-P-F-B-P-1).
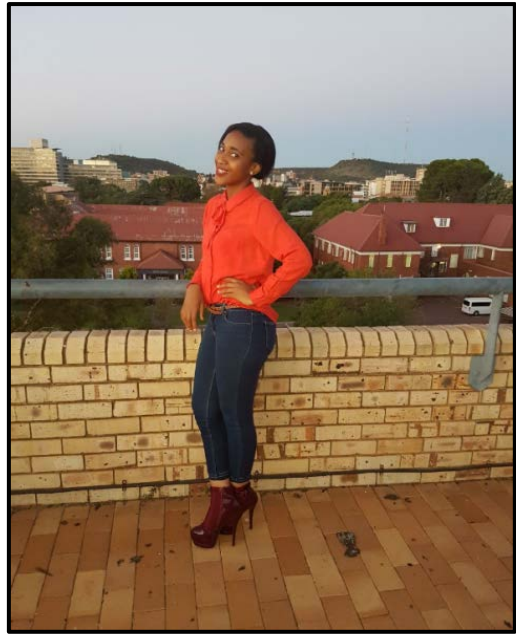
Additionally, Temmi stated that the university has a role in preparing students to be employed and through that allow them to have economic stability. Temmi took a photograph of herself with a house and a car as a background (9:1 (1:0:0-1:1280:960) - D 9: 2-P6). She explained: *"… I should live a good life. I should be happy … If I can be educated and start to work, I can have my own car as well as my beautiful house. The university should provide me the opportunity to be able to achieve this"* (3:29 (12608:12933) - D 3: 2-P-F-B-P-1).

Finally, Temmi stated that the university has a role to prepare students to be employed and through that allow them to become independent and be able to help their families. In this regard, Temmi took a photograph of herself looking as if she were sitting in her office, smiling with satisfaction (11:1 (1:0:120-1:960:1280) - D 11: 2-P8). She proceeded to explain: *"To be educated means, to be able to stand for myself, to take care of myself, to work for myself and work for my family and help them: my mom, my sister, my sister's baby and my brother's baby. In the future, I would like to take care of them …"* (3:35 (14126:14399) - D 3: 2-P-F-B-P-1).

Temmi also argued that the university should provide a degree, an accreditation that guarantees student's qualification to obtain a job. Temmi highlighted her view as follows: *"The role of the universities in general, is to provide education for students … then to have a certificate or something for the backup, to show, you know that: 'I have this paper, this degree from this university, therefore I am qualified. I can be recognized …'"* (1:8 (2706:3065) - D 1: 2-D-F-B-P-1).

According to Temmi, the role of the university is, apart from a degree, to increase students' knowledge about the different aspects of life beyond university subjects.

Temmi explained it as follows: *"I think that the role of the university is to help students to see life in different ways. It is not just about academics. When you get to university, you start to learn a lot of things, since you meet a lot of people, different people; it is not about academic things only. It is seeing life in different way, it is about knowing life …"* (1:9 (3069:3404) - D 1: 2-D-F-B-P-1).

Temmi argued that it is the nature of the university to provide knowledge. She related this knowledge with books (2:3 (1:8:1022-1:856:1922) - D 2: 2-Drawing). She described that through books it is possible to relate theory with practice or to know the background of a subject. She affirmed: *"I drew these books because if you have the opportunity to go to the university, it is all about reading. Even when you are doing sports, you need to know theory. When you get to university, it is all about having a book to read something. Even if you are going to study music, at the end, you must read the history of the music ..."* (1:35 (15063:15494) - D 1: 2-D-F-B-P-1).
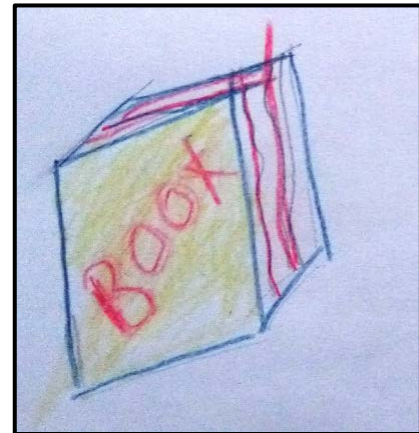
With reference to the above, Temmi shared part of her personal journey by describing the impact that the university had in her life. Temmi took a photograph of herself (4:1 (1:16:0-1:960:1276) - D 4: 2-P1) in her hometown, a rural area at Phuthaditjhaba. Temmi elaborated: "… *If you take a bus or a taxi, it takes six or seven hours [from Pretoria to her hometown]. In this picture, I can see the life that I was living; even I can see myself that I was smiling but I was not looking nice. I was 18 years old. It was 2009, in Free State. You can see that I was a little bit depressed"* (3:7 (2733:3067) - D 3: 2-P-F-B-P-1). She also reflected about the positive impact that the university had in her life. She commented: *"When I checked the way I live now, it is totally completely different! [Temmi smiles with satisfaction]. The university kind of change me. I just wanted to share my personal story …"* (3:8 (3228:3373) - D 3: 2-P-F-B-P-1).

Linked to increasing students' knowledge about the different aspects of life beyond university subjects, Temmi's next view on the role of the university is that it develops students' social skills aiming to foster their personal development, interrelationships among different people, and builds up healthy relationships.

Temmi highlighted three aspects in this regard: (1) to increase students' socialization opportunities to foster their personal development; (2) to expand students' relationships among people with different nationalities and origins; and (3) to encourage students to establish healthy and supportive relationships.

According to Temmi, the first aspect of the role of the university towards the development of students' social skills is to increase students' socialization opportunities to foster their personal development. Temmi shared two of her experiences to explain her view: her first five kilometres walk and her first meal with friends at the university.

Temmi took a photograph of herself (5:1 (1:0:0-1:960:1258) - D 5: 2-P2) being part of the Pick n Pay five kilometres walk during her last undergraduate year at the University of the Free State. She expounded: *"When I grew up, I did not have friends, I did not go out or do some funny stuff. It was in a rural area, where you just go to shop and come back; you go to church and come back. So, here I am in my fourth year and I started to socialize with other people now, to start to go out, do some working, I was enjoying it. I started to talk, to meet new friends, to see life in different way"* (3:9 (3506:4315) - D 3: 2-P-F-B-P-1). Temmi recognized that a role of the university is to facilitate students' learning on how to socialize with other people by explaining: *"… at home, I was not doing that [socializing with people]. We thought to be a girl is just growing up, do some cleaning at home and sit there. So now, I started to see the role of the university when you are educated, you just automatically socialize with other people"* (3:10 (4317:4699) - D 3: 2-P-F-B-P-1).

To support her view, Temmi took a photograph of herself (7:1 (1:0:96-1:960:1280) - D 7: 2-P4) sharing her first meal with friends at the university during her postgraduate studies. Temmi highlighted through this photograph that a role of the university is to facilitate students' social skills on how to socialize with other people. She explained: *"This was the first picture that I have here sitting with friends in my life. I have never had something like this in my life. Because it was quite difficult for me when I started to come to university to know people ..."* (3:20 (7267:8116) - D 3: 2-P-F-B-P-1).

According to Temmi, to develop students' social skills should include expanding students' relationships among people with different nationalities and origins. In this regard, Temmi shared her experience through a photograph (8:1 (1:0:0-1:1280:959) - D 8: 2-P5) having breakfast with students of her residence. She explained her experience as follows: *"I took this photo because we were totally different. I cannot remember from where this lady is from. I do not think that she is from South Africa, even this one. I only know about this one, he is from around South Africa … Basically, it was my first time sitting with someone outside the country, to start a conversation ..."* (3:25 (9708:10240) - D 3: 2-P-F-B-P-1).
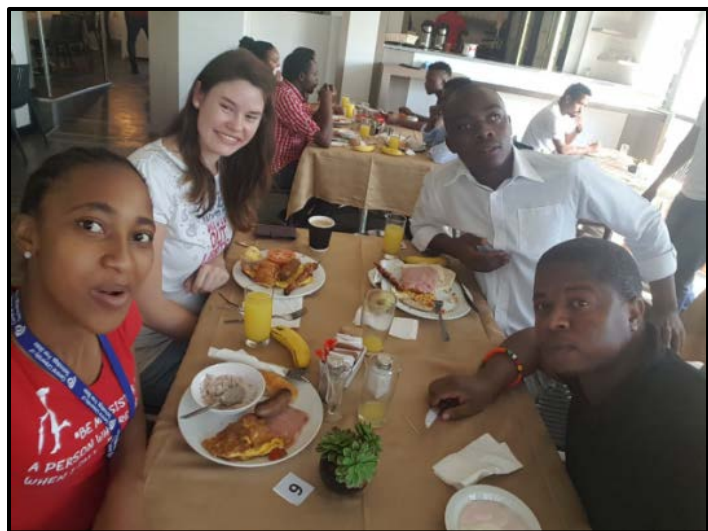
Temmi described how encouraging and supportive her first contact with people of different nationalities and regions was. Their advice and care encouraged her to leave her loneliness and depression: *"It really motivated me because it was tough for me. I remember when I just came here to the university, because I wanted to give up. On this breakfast [referring to the previous*

photograph], I met someone who was going to help me with my work; and the other one said: 'I know it is tough as well, I am doing a PhD'. We started a conversation and then I thought: 'Actually, I can really do this. I will not give up. I can really do this' ... By the time that I came back from that breakfast, I started to meet people and I started to see how people care ..." (3:24 (10241:11416) - D 3: 2-P-F-B-P-1).

According to Temmi, the role of the university to develop students' social skills consists of encouraging and building up healthy and supportive relationships. In this regard, Temmi shared her reflections on the importance of looking for these kinds of relationships at the university. She elaborated: *"I relate this picture [referring to the one of her with students having breakfast] to one of the role of the university, in life you need other people [around you]. People who will say positive things. You need to be around unselfish people that knows' your route ... who already passed there. You should talk with them ..."* (3:26 (11497:12199) - D 3: 2-P-F-B-P-1).

Temmi's final view on the role of the university is that it has a role to foster students' development as persons, especially on leadership skills, self-confidence, cultural tolerance, and understanding that hard work is rewarding.

According to Temmi, the university has a role to foster students' development as persons through developing their leadership skills. In this regard, Temmi took a photograph of her being part of an outdoor training initiative for house committee members of her residence (6:1 (1:12:0-1:1280:851) - D 6: 2-P3). She described her experience in

developing leadership skills as a 'dream that became truth' while she was at the university. Temmi elaborated: *"... From school, I never thought that one day, I can be part of the leadership or I can be something ... you know, to be a mentor."* (3:14 (6078:6303) - D 3: 2-P-F-B-P-1). She continued: *"I took this picture because, I wanted to be a leader but I did not know how is going to happen, until I came to the university"* (3:15 (6610:6737) - D 3: 2-P-F-B-P-1). Temmi added: *"I related this picture to one of the role of the university as being the*

leadership. I think that when you come to university, the university wants to shape you that you can be a leader" (3:16 (7026:7211) - D 3: 2-P-F-B-P-1).

In addition, according to Temmi, the university has a role to foster students' development as persons through developing their self-confidence. Temmi took a photograph of herself doing her educational practice as part of her studies (6:1 (1:12:0-1:1280:851) - D 6: 2-P9). She acknowledged how her self-confidence increased through the education received at university. Temmi observed: *"… One day I am going to be there [being a schoolteacher]. I am going to teach them every single day. So I related this photo to one of the role of the university that now I am able to be in front of the kids and teach them … 'I am qualified, even though that I do not have the degree. I know the content. I can really teach them'. On this picture, I saw how the university transformed me in terms of my personality because I was shy …"* (3:37 (14631:16007) - D 3: 2-P-F-B-P-1).

Furthermore, Temmi explained that the university has a role to foster students' development as persons through developing an appreciation for people different from yourself. She reflected on the changes that the university has caused in her understandings and attitudes towards people of different races, nationalities or cultures. Temmi explained: *"… when you are not around campus, and you see someone that is not from South Africa. You can even know, you start checking his attitudes, but you cannot do that at the university … Since I went to university, I started to realize how we love each other, how we are just connected and we love each other, automatically so ... Only people who are educated, they do not treat people badly …"* (3:49 (22548:24254) - D 3: 2-P-F-B-P-1).

Finally, according to Temmi, the university has a role to foster students' development as persons through developing an understanding that hard work is rewarding. Temmi faced big challenges during her first-year at the university since she did not know English well. Sotho

was her home language consequently she was taught her primary and high school level in that language. Only at the age of 17 was she moved to a private school to study in English. As a result, at the university, Temmi had to work hard learning English on her own and by the support of a kind lecturer. At the end, Temmi acknowledged that hard work was rewarded. Temmi explained: *"At the university, it was quite difficult for me to know English ... It was a day when our lecture of English, first-year said: 'You must read the book and you must come to class and present it'. I went to the lecturer's office and I told him that I cannot do that ... He said, 'I will give you tools, but you can do that' ... I learnt to speak and to write in English by myself. I am still struggling, but I see the progress so far"* (3:47 (19625:21048) - D 3: 2-P-F-B-P-1).

Temmi acknowledged that hard work is rewarded. She continued: *"Since I started to come to university, I started to realize how hard work could pay! I thought before that someone needs to be genius until I got into university. Then I realized, not genius! You must really work hard and when you work hard, you will be rewarded ... I started to realize that what you do sometimes privately, go to you rewarded publicly ..."* (3:41 (18218:18843) - D 3: 2-P-F-B-P-1).

I recognized two emphases in Temmi's views on the role of the university. They are (1) traditional roles related to the university as stated by the literature; and (2) the role of the university as a knowledge provider.

Temmi stated several roles that are traditionally related to the university. She stated roles such as to do research, to provide a degree, to prepare students to be employed, or to foster students' development as persons. All these roles are extensively supported by the literature. Similarly, Temmi's views related to the students' development as persons emphasized social and leadership skills, self-confidence or cultural tolerance. On the other hand, Temmi also stressed the role of the university as a knowledge provider and represented it in her drawing of books and the reference on 'academic excellence'. Hence, I consider Temmi's views are strongly attached to the traditional understanding of the university as possessor and promotor of knowledge that provides a degree for accreditation to obtain better job opportunities. In this process, according to Temmi, a role of the university should also allow students to enhance their development as persons through teaching/learning processes and interactions among students with different backgrounds.

I perceived in Temmi's views on the role of the university an entitlement position that considers university as a tool to merely improve her quality of life. She was strongly convinced that university education will give her a good and a happy life. She described this life in her drawing and photographs as independent, economic stable, entrepreneurial, with better job opportunities to allow her to buy her own car and house and enabled her to provide for her extended family. This view of Temmi's on the role of the university is very egocentric, lacks mention of students' own responsibility in the process, and there is no reference to the community engagement role of the university.

5.2.3 Ruvimbo's views

Ruvimbo is participant number three of this study. At the time of research, Ruvimbo was a second year undergraduate student. She is a black female from the Xhosa culture, the only woman between her two younger brothers. Ruvimbo grew up in Tembisa, the second largest township on the East Rand of the Gauteng province, following Soweto, South Africa. She comes from a family that values education and her parents and all three of her aunties from her mother's side studied at a university. Her grandfather attended a missionary school until grade eight in the Eastern Cape and he even learnt Latin. He was involved in the Ubuntu education movement that founded several schools in Tembisa. In her first-year at the university, Ruvimbo funded her own studies. During her second year, she obtained a NSFAS bursary (National Student Financial Aid Scheme) which paid for her tuition and accommodation. During this time, she also did part time jobs during weekends to cover her expenses. Since her first-year at the university, Ruvimbo was a leader in student organizations as well as in student societies at the University of Pretoria.

From Ruvimbo's data, I coded the following views on the role of the university. I hereafter compile a narrative of Ruvimbo's views on the role of the university. I am going to describe each role to which she referred supported by a variety data, such as written texts, sections of drawings or photographs that she took as part of this study.

One of Ruvimbo's views on the role of the university is that it has a role to provide a physical space that is safe, pleasant and supportive for students.

According to Ruvimbo, the university should provide a physically safe place for students. In contrast, she described her home in Tembisa as unsafe, old, depressing, oppressing and out of order. She commented: *"… I know the history of townships. Home is a depressing environment! I will not lie to you it is too depressing! The houses are very old … I understand that they [the authorities during the apartheid period] built up those places out of hatred, because of the context of South African history. They did not build those places thinking: 'Oh, we want black people to flourish and be the best!' even the roots, the whole environment was to really oppress us, in that essence! … it continues to deteriorate"* (1:20 (14383:15049) - D 1: 3-D-F-B-U-2). Ruvimbo continued: *"… remember the whole history [she looked frustrated], they have to build areas for people to get to work, close enough to get to work. Also they need to provide something that was not great because they have to go back to their homeland so forth. It was just built! … I can sense that it was built out of order … For me that is home, but I travel between the university and home [she lived now at a student residence at the Groenkloof campus]"* (1:21 (15317:15970) - D 1: 3-D-F-B-U-2).

In this context, for Ruvimbo being at the university is a safe space. She explained that at the university campus, she could peacefully rest outdoors in contrast to Tembisa where insecurity, hopelessness, poverty and negativity surround people. Ruvimbo elaborated: *"What I noticed is that some of us, we like res [residence]. Contrary to students who do not like school [referring to the university campuses]. For us being at school is as a retreat! Because we are actually away from that environment [her home in Tembisa], because it is safe. The other day, I had a nap, here on campus, under a tree. It was the best nap that I ever had. Now, in such environment [her township], you are not going to sleep, because your guards are always up. Even when you walk on the streets, even you see the people around. There is a lot of unemployment … poverty. You can see people's dreams being broken day in and day out. A sense of hopelessness! … In essence, the university is like an escape"* (1:22 (15974:16845) - D 1: 3-D-F-B-U-2).

Apart from providing a physically safe space for students, Ruvimbo also emphasised the role of the university to provide a physically safe place for nature. She mentioned the important role of the botanical garden in preserving trees such as the jacaranda, the symbol of Pretoria, from being destroyed (3:45 (32186:32493) - D 3: 3-P-F-B-U-2).

With reference to the above, Ruvimbo also stated that the university should provide a space that is socially safe. She argued that the university should be an open space for the responsible expression of views. In this regard, she drew a face with dots as part of her traditional Xhosa face art (2:1 (1:361:378-1:2590:2310) - D 2: 3-Drawing). Ruvimbo commented that during primary school, she went to detention for speaking her home language. Hence, Ruvimbo stated
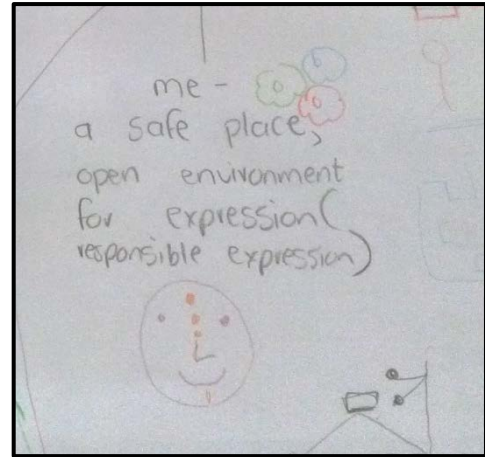
that a role of the university is to create a space that is socially safe where students can be themselves, expressing the uniqueness of their cultures. She explained her drawing as follows:

"[The university] It is an open environment for expression … a lot of the time, you think that 'expression is expression' but there is no responsibility to do it. With that, I draw a face and it does these dots going down because I am Xhosa. Generally, I look like this every day. So, I have the traditional face art, the Xhosa face art, which this environment [the university] allows me to express that freely, compare to other environments [such as her primary school] … University creates a space where it does not force people to be like mari biscuits, to look and be the same. The university allows people to be themselves" (1:6 (5714:6499) - D 1: 3-D-F-B-U-2).

In the view of Ruvimbo, a pleasant space can uplift students' spirits. To support her view, she took a photograph of jacaranda trees of the area where students walk every day to take their buses or to go to classes. According to Ruvimbo, this photograph represented the

importance of having a clean and positive physical space (13:1 (1:0:0-1:2560:1536) - D 13: 3-P10). She elaborated: *"[the university should] … make sure that the environment … be good enough, or safe enough, or it is positive enough for people to interact with"* (1:11 (7553:7865) - D 1: 3-D-F-B-U-2).

With reference to above, Ruvimbo drew a tree (2:1 (1:361:378-1:2590:2310) - D 2: 3-Drawing). She claimed that the university has a role providing a pleasant place by preserving trees. She explained: *"… I love trees! I wanted to make a reference to my faith, since I moved to this area [her residence at the Groenkloof campus], I felt closer to God. Here I feel wow! [she smiled]. There are symbols that represent who God is! Who aren't present in a township! Like trees!"* (1:26 (19610:20913) - D 1: 3-D-F-B-U-2).
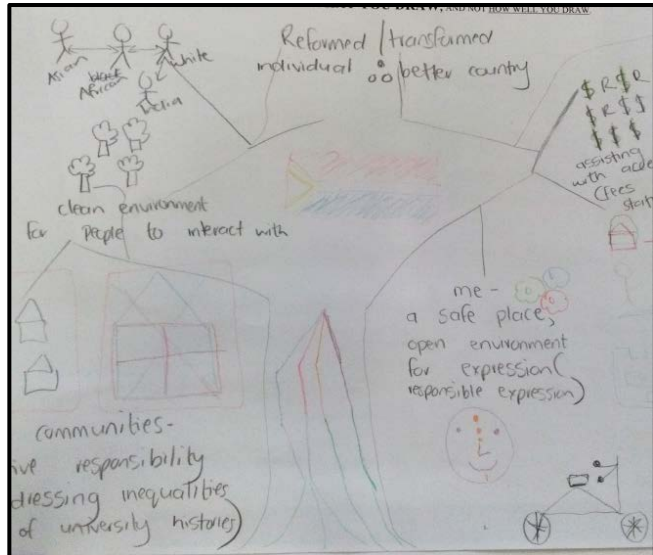
Ruvimbo also explained that a pleasant space would contribute to students' good health. In this regard Ruvimbo drew trees and flowers (2:3 (1:284:740-1:1376:1252) - D 2: 3-Drawing). She argued that an environment
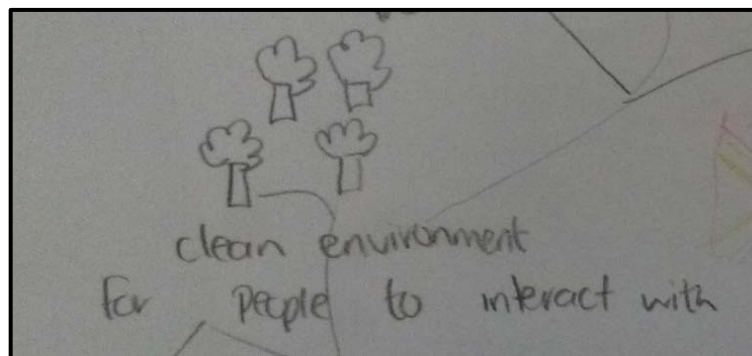
with clean air contributes to students' health. Ruvimbo explained: *"… in my place [her township], I did not have trees because it was just concrete … I was depressed because my environment was artificial. [Her attitude changed] … In Tembisa, probably, there is one house with one tree in the whole street! If you guys are lucky!, so that`s sort of contrast … [At the university campuses] green is like a common colour! The air around is very clean! There is less pollution or noise pollution, litter and sort forth! …"* (1:26 (19610:20913) - D 1: 3-D-F-B-U-2).

Ruvimbo also stated that a pleasant space encourages students to study. She highlighted the importance of having a positive environment, especially in terms of living in university accommodation, to progress in the university studies. She provided a personal testimony and described experiences of her classmates related to this topic. Ruvimbo elaborated: *"I have seen students who had to travel back and forth, from home to the university … if they are lucky enough, they went [to the university] until first year, if you are lucky! [She emphasized it] After*

first year, the fight is so much and you ended up for giving up! Because of all these struggles. For me to move to a residence, it was good … it´s a must! [She emphasized it], if you are going to make it! to progress in your studies. Because sometimes, it [the environment] defeats the purpose for you to get a degree. It is not just about you going to class; it is about the environment that you are 24 hours. You need to be in a positive environment continuously in order to move forward" (1:23 (16850:17559) - D 1: 3-D-F-B-U-2).

Relating to the role of the university to provide a physical residential space that is safe and pleasant, Ruvimbo also argued that the institution has a role in providing a supportive physical space to students. To express her view Ruvimbo took a photograph

of a lecture building (5:1 (1:0:0-1:2560:1536) - D 5: 3-P2). She explained that it is a role of the university to ensure that there are appropriate facilities where lectures can happen (3:15 (6388:6597) - D 3: 3-P-F-B-U-2). She emphasized through this photograph, the supportive learning environment that the university should provide: *"… I would like to include the lecture halls and the outside space. There are a lot of trees around. There is a piece of art, a sculpture. All of that is in this picture. It is to emphasise the environment that the university should provide. All of these things you can see them through the reflexions [on the doors]"* (3:17 (6760:7713) - D 3: 3-P-F-B-U-2).

Additionally, Ruvimbo took a photograph of a poster of student support (6:1 (1:30:0-1:1536:2560) - D 6: 3-P3). She stated that after the period of student protests related to the #Fees Must Fall student protest, the university switched from the traditional face-to-face contact to online learning, so-called hybrid learning. This poster was part of the campaign to let students know the direction that the university was taking. Ruvimbo argued that the university role is to provide support to students. She explained her thinking as follows: *"… It´s like student support … I think the protest started this week and then this week on Monday, these ads were already up … How good they [the university management] are for planning ahead or responding to situations that you know, just happen and also providing support for students. Since we are going to move to hybrid learning, they started to rolling out a lot of programs that end out more than doing work online"* (3:18 (7851:8773) - D 3: 3-P-F-B-U-2).
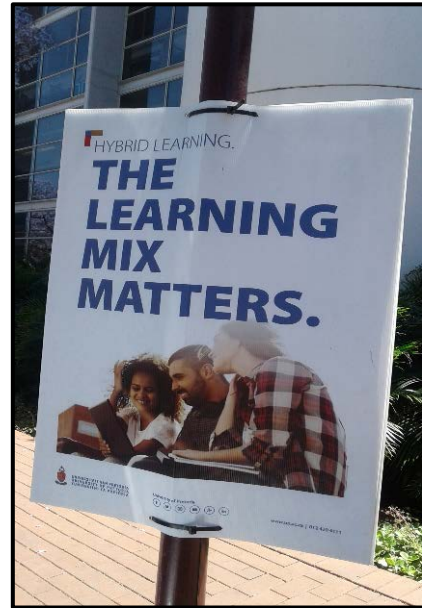
Ruvimbo also took a photograph of an advertisement about installing wireless cables at her residence (7:1 (1:0:0-1:2560:1536) - D 7: 3-P4). She highlighted through this photograph the role of the university in supporting students, in this case through projects such as installing Wi-Fi connection in the residence rooms. Ruvimbo acknowledged it in the following way: *"… so before, we did not have Wi-Fi cables. So now, they have a huge project to get Wi-Fi to every room. This is a very big project! For me it is also emphasizing the extent of the projects that the university has to deal with in order to support students"* (3:20 (8960:9858) - D 3: 3-P-F-B-U-2).

As part of the role of the university to provide a physical space that support students, Ruvimbo stated that a university role is to provide for the students' basic needs, such as being hungry. Ruvimbo took a photograph of an advertisement of a food campaign organized by the Student Representative Council (SRC) called 'Food Drive' (11:1 (1:0:0-1:1536:1890) - D 11: 3-P8). To explain her view, she described the system of food provision to the University of Pretoria' students and the sometimes unwise management of the monetary funds by certain students. Ruvimbo explained that students received R 4400 for food to eat at the dining hall of the University. However, by the end of July that money is running out. Ruvimbo affirmed that food in that dining hall is expensive and a daily limit of R 100 is not enough. The monthly amount of R 240 at Pick n Pay supermarket is for groceries. Hence, students are supposed to eat at the dining hall. Ruvimbo explained that many students spent their food money buying unhealthy food and at the end, they ended up eating noodles for breakfast, lunch and supper. By not being a smart spender in buying their food, students are too tired to study, as they are not getting the right nutrients. Ruvimbo affirmed that this situation gets worse during exams. There are stories about students who live far from the university campuses who sleep at the library, come to the university on Monday and leave on Wednesday. Usually, these students are not eating adequate nutrition. Hence, the SRC initiated the 'Food Drive campaign' to support students in their studies by providing healthy food. Ruvimbo stated that the role of the university is to feed hungry students. She expounded: "*[The university has a role] … to ensure that people that are supposed to graduate are well, because it is about wellbeing. In your journey into graduation, you should not be hungry*" (3:39 (28135:28351) - D 3: 3-P-F-B-U-2).

Additionally, Ruvimbo stated that the university has a role in building up communities addressing inequalities. She was of the opinion that the university has a proactive responsibility to fulfil this role considering that under apartheid some South Africans were exclusive creating more division among people.

To explain her view, Ruvimbo drew a house and a building (2:2 (1:0:1224-1:1212:2312) - D 2: 3-Drawing). She explained that in her drawing she represented a house, in a block by itself. She crossed out that house and pointed out that the role of the university is to build several houses in the same block rather than to promote one structure (1:9 (7214:7549) - D 1: 3-D-F-B-U-2).
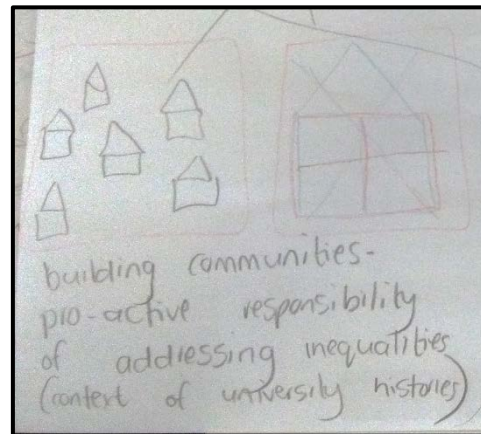
Ruvimbo also drew a process, from one large building to many smaller buildings (2:8 (1:2384:1436-1:3188:1872) - D 2: 3-Drawing). She argued that the university should give back to individuals and communities. To explain her view, Ruvimbo described the student recruitment program of her Faculty. She commented: *"... there is a program, this year they went to unprivileged disadvantaged areas and they recruited a certain number of students to do education. They went to environments where generally those learners would not have had an opportunity to actually go into university from the application process. From applying, now it is online, there are areas where there is not an internet café ... So, basically that arrow creates that link ... it shows the university giving back to the individuals and the small buildings such as the program of recruitment"* (1:16 (10668:12073) - D 1: 3-D-F-B-U-2).
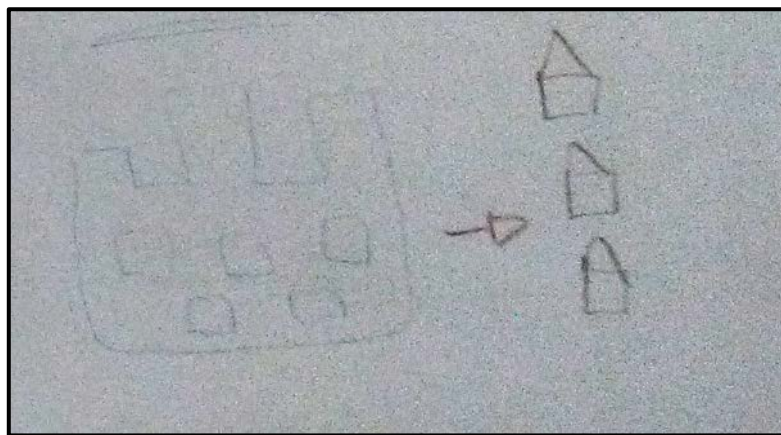
Linked to building up communities addressing inequalities, Ruvimbo's next view on the role of the university is that it has a role to contribute in the students' understanding that people of different races are connected and that students' individual cultures are important.

To explain her view, Ruvimbo drew people from different races relating to each other (2:4 (1:336:380-1:1196:780) - D 2: 3-Drawing). She wanted to emphasise that the university should contribute to
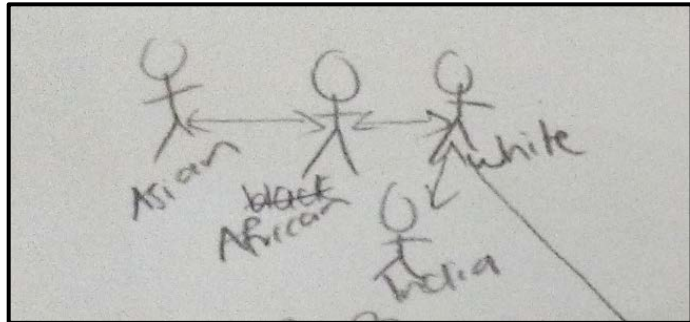
students' understanding that people of different races are connected rather than to stand as individuals. Ruvimbo explained: *"… They [universities] are responsible to ensure that the kind of students that they produce go in line with what the country needs. So they [students] need to make sure that there is a connection between the different races, because in the real world there is need to be a connection. So through the different programs that they [universities] have … They need to promote that people work together regardless of their race and colour …"* (1:29 (24241:25124) - D 1: 3-D-F-B-U-2).

Alongside the above, Ruvimbo affirmed that the university has a responsibility in strengthening students' individual cultural identities. She explained: *"… As a university, they need to ensure that these things [referring to cultural identity and cultural diversity] are integrated or they are not dissolved through whatever happens on campus. The university is one space where you have such diversity in one environment. They need to make sure that people maintain their individuality in terms of their culture, their background even though they interact with different people. I stand for keeping the individualism and do not lose it in the community emphasis"* (1:30 (25128:26110) - D 1: 3-D-F-B-U-2).

Apart from students' understanding that people of different cultures and races are connected and the importance of students' individual cultures, Ruvimbo's next view on the role of the university is that it has a role to assist different and financially underprivileged students to have access to the university.

Ruvimbo drew signs of Rands and Dollars (2:5 (1:2236:564-1:3192:1152) - D 2: 3-Drawing). She argued that the university has a role in assisting students to have access to university services. Ruvimbo commented: *"... One of the role of the university is assisting students to access to university by varies means with fees, accommodation, funds, stationary, books, pocket money ... So the university needs to have programs that allow people get in, those who cannot"* (1:13 (8904:9340) - D 1: 3-D-F-B-U-2).
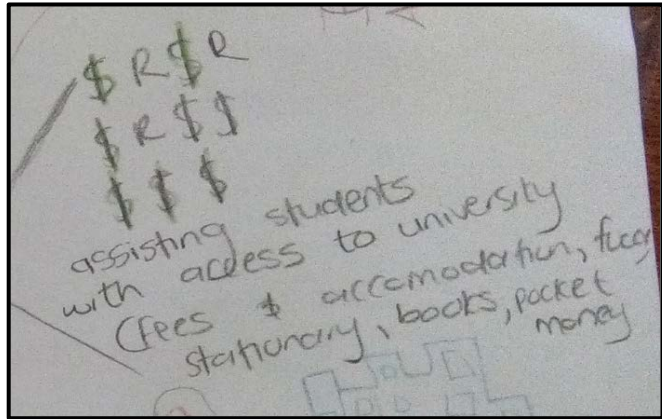
Additionally, to explain her view, Ruvimbo drew a timeline with signs of dates. Through the drawing of the timeline (2:9 (1:2558:1844-1:3264:2032) - D 2: 3-Drawing), she wanted to describe how the university has been transformed as being more accessible to different people. Ruvimbo stated: *"This is a timeline. It expresses how the university has been from start from the 1800. [At the beginning of the university] it is in one colour ... it was just for limited people. As time went on, it started to remain the same, but as soon as we started to see a bit if change then it starts to change ... Each number is in a different colour, which represents the transformation and the reform ..."* (1:17 (12077:12689) - D 1: 3-D-F-B-U-2).

Linked to assisting underprivileged students to have access to the university, Ruvimbo's next view on the role of the university is that it has a role to prepare students to be employed.

To support her view, Ruvimbo drew a house connected to a high-rise building (2:6 (1:2340:988-1:3184:1348) - D 2: 3-Drawing). Ruvimbo described her drawing as a transition of all students from their small house, which represented students' communities, to a bigger house, which represented more access to opportunities to improve students' lives. She described this process in which the university contributes by equipping students with skills and knowledge required by industries. She affirmed that students, after graduating, have access to employment that allow them to acquire more means. Ruvimbo elaborated: *"Universities feed the market, with students. They feed industries with employees … They [universities] need to know what industries require so that they [universities] be able to equip us for those industries"* (3:29 (21421:21637) - D 3: 3-P-F-B-U-2). She continued: *"the university allows us for that transition [from communities to the city]. It also gives us an opportunity to come and move from a small house into like a bigger house. That after you graduated, then you work, then you have the money and means, actually to access to all these things"* (1:14 (9344:9847) - D 1: 3-D-F-B-U-2).
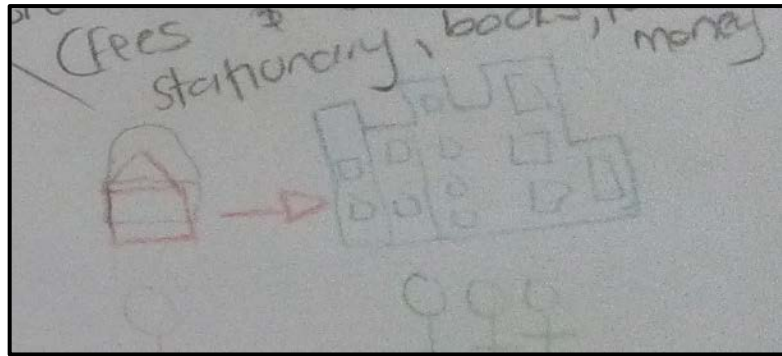
Apart from preparing students to be employed, Ruvimbo also viewed the role of the university as that it has a role to foster students' individual and community transformation by developing the skills and abilities related to responsible leadership, teamwork and community building capacities to provide sustainability to society.

To support her view, Ruvimbo drew a bicycle (2:10 (1:2076:1930-1:2638:2288) - D 2: 3-Drawing). Ruvimbo used the analogy of a bicycle to explain that, as in a bicycle, each part has its own function and it is important to know where you are pedalling. In the same way, according to Ruvimbo, a university has many different departments or sections, but it is important to firstly define a
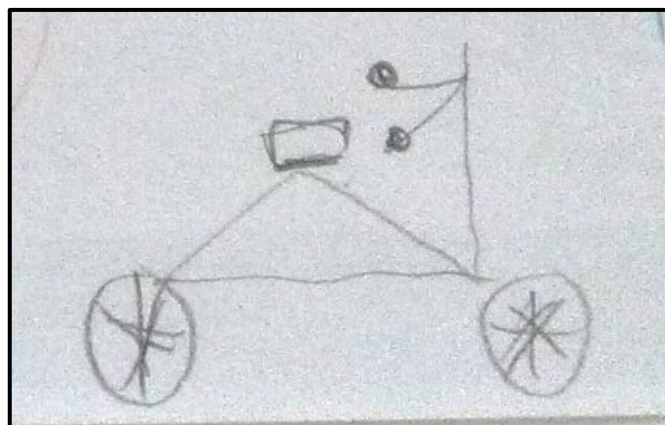
vision and to make a plan to achieve it, to foster the individual transformation of a student. Ruvimbo explained the metaphor she used as follows: *"This is a bicycle … before you start pedalling, firstly you need to have a vision, before you get into bicycle, you need to know where you want to go … you can start with your plan and then you can pedal and move forward …"* (1:18 (12694:13309) - D 1: 3-D-F-B-U-2).

Ruvimbo also drew a tree with the South African flag in the middle and coloured roots on the bottom (2:1 (1:361:378-1:2590:2310) - D 2: 3-Drawing) to explain her view related to preparing students to function sustainably in society. In this regard, she stated that the role of the university is to transform students before they arrive at the university, for example, through programs such as JuniorTukkie[3].
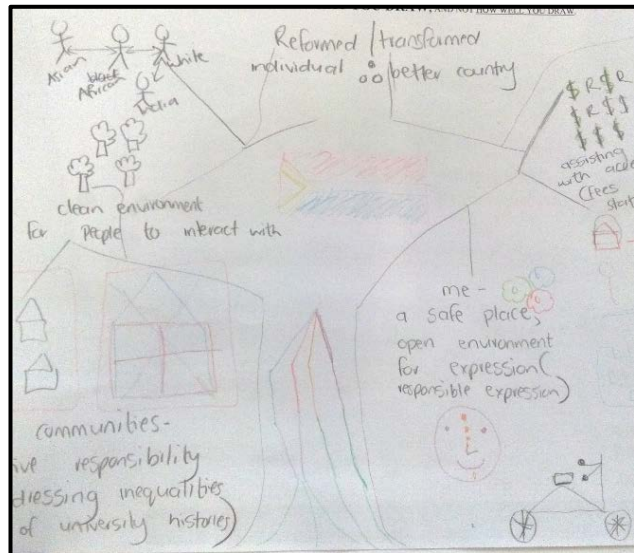
Ruvimbo affirmed that the sum of individual changes could lead to the transformation of South Africa. She expounded: *"… there is a flag in the middle of the tree. The university, in order for me and them [school students] to move forward to this [she pointed out the South African flag]; they [universities] need to be there during every step of the way. That is why there is something like Junior Tukkies when it starts the process before they [students] get into university. They do not start in the first year. They start with you from the roots [she pointed out the roots of the trees]. I used a lot of colours to indicate the transformation that is happening. The colours here are the same, at the beginning of the roots. Then, there was a little bit of change and at the end, it towards to actually diversity in order to get … [she pointed out the South African flag]. Which is equal that at the end, the transformation of the individual, therefore, at the end, the transformation of our country"* (1:19 (13313:14187) - D 1: 3-D-F-B-U-2).

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[3] The JuniorTukkie programme of the Department of Enrolment and Student Administration at the University of Pretoria has been established to assist learners in Grades 10, 11 and 12 to make responsible study and career choices. JuniorTukkie develop important skills in order to better equip these learners for the challenges they may face as a student in their personal capacity as well as professionally. The JuniorTukkie programme provides among others, a wide variety of services to learners and students such as first-hand information on study and career options, develop leadership qualities, life skills, study skills and engage in community projects, among other resources (University of Pretoria website, https://www.up.ac.za/juniortukkie. Accessed on 2018-08-14).

In addition, according to Ruvimbo, the university should develop responsible leadership in the students. In this regard, Ruvimbo took a photograph of the advertisement of the Centre for Responsible Leadership at the University of Pretoria to express her view on the role of the university (8:1 (1:0:0-1:2560:1536) - D 8: 3-P5). Ruvimbo related people's claim to respect their rights with the responsibility that it implies, especially in the case of the leaders. She noted this in the following way: *"… often time we hear of rights … all have the right to, or should be able to do that, but there is little emphasis to the responsibility that comes with that. For responsible leadership … is a lot of emphasis on the beneficiaries and the impact that the leader has on the people who are leading rather than developing the individual leader. So [being a responsible leader], it is just being able to make unselfish decisions that have positive impacts … You take accountability. You can be dependant. People can trust you"* (3:24 (18290:19095) - D 3: 3-P-F-B-U-2).

Relatedly, according to Ruvimbo, the university should develop teamwork and community building capacities in students. In this regard, Ruvimbo drew a person connected to a group by an arrow (2:7 (1:2344:1236-1:3152:1500) - D 2: 3-Drawing). To support her view, Ruvimbo provided two reasons. Firstly, because the university environment is complex and big to interact inside of it alone, as an individual; and secondly, because promoting community building provides more sustainability to communities rather than fostering individual projects. Ruvimbo expounded: *"I think there is a notion that within the university there is individualism because you can be alone, but I feel that a lot of the time when you actually get here there is more working together than being alone. Because the structure is so big, even at class, you cannot do anything by yourself … when you get here, you need a group study; when you do assignments, you need to do it with a group of people. When you want to know the town or the*

environment, you need to know other people. There is nothing that you can do by yourself! ..." (1:15 (9849:10664) - D 1: 3-D-F-B-U-2). She continued: *"... we were taught that we need to make communities rather than individuals. That is generally the content that we learnt in class ... we are encouraged to build communities rather than to build a mansion ... also working as a team, rather that again individualism. It is basically, community versus individualism ..."* (1:27 (21078:22882) - D 1: 3-D-F-B-U-2).

Linked to fostering individual transformation, Ruvimbo's next view on the role of the university is that it has a role to empower students with the knowledge and skills to fulfil their personal dreams.

To support her view, Ruvimbo took a photograph of a mural at her residence where it is written 'Dreams'. Its full title was 'Lilium dreams' but essentially Ruvimbo wanted to emphasise the element of 'dreams' (4:1 (1:0:0-1:2560:1536) - D 4: 3-P1). Ruvimbo described that what brings

students to the university is to fulfil their dreams and a role of the university is to encourage students to fulfil their personal aspirations. She acknowledged that the university is a central place where students have several resources; hence, the university has to make its resources accessible to students to fulfil their dreams: *"I think that it is what brings everyone at the university, because all have dreams ... essentially, that´s we all are here, because we are chasing dreams. The university gives us that channel, platform to fulfil our dreams, to build up our dreams, or to go forward these dreams ... the personal aspiration that we have"* (3:7 (2363:3151) - D 3: 3-P-F-B-U-2).

With reference to the above, Ruvimbo shared her dream. Her dream is to be very rich in order to have financial freedom: *"The university helps me to get rich. It equips you. It gives you the knowledge and skills to know about the specific industry that you are going into ..."* (3:11 (4270:4558) - D 3: 3-P-F-B-U-2).

Apart from empowering students to fulfil their dreams, Ruvimbo's next view on the role of the university is that it has a role to do research.

In support of the above view, Ruvimbo took a photograph of an advertisement of the research commons[4] (9:1 (1:20:0-1:2560:1536) - D 9: 3-P6). Ruvimbo argued that the university has a role to do research in accordance with the specific institutional vision for 2025 of the University of Pretoria[5], which is to be a leading research institution.

Ruvimbo argued that a role of the university is to do research because it has the resources and capabilities. According to her, despite research institutions such as the CSIR (Council for Scientific and Industrial Research) that is a South Africa's Central and Premier Scientific Research and Development Organisation, the university can as part of its faculties contribute towards interdisciplinary research. Ruvimbo commented: *"One of the role of the university is to do research because they have the capacity, they have the resources and they have varies faculties. I think that research stands from the different Faculties maybe like humanities, history, education... and there are different topics"* (3:28 (20989:21417) - D 3: 3-P-F-B-U-2).

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[4] The research commons are a dedicated space at the University of Pretoria's libraries for registered Masters and PhD postgraduate students to study.

[5] According to the Strategic Plan: the vision, mission and plan of the University for 2025, the vision of the University of Pretoria is: *"to be a leading research-intensive university in Africa, recognised internationally for its quality, relevance and impact, as also for developing people, creating knowledge and making a difference locally and globally"* (University of Pretoria, 2011, 5).

With reference to the university resources to do research, Ruvimbo argued that the university has the capacity to promote relevant discussions of knowledge through events accessible to community members. In this regard, Ruvimbo took a photograph of an advertisement of an academic event to make her point (12:1 (1:0:10-1:2320:1536) - D 12: 3-P9): *"This picture is related to one of the role of the university in terms of the element of research and they [universities] provide the resources, they bring together people from different industries. They have the capacity to organize such things where students have access to it"* (3:43 (31079:31548) - D 3: 3-P-F-B-U-2).

Linked to above, Ruvimbo acknowledged that the role of the university to do research is also related to teaching students how to do academic research. In this regard, Ruvimbo mentioned that the university has a role to develop research capabilities in the students such as how to collect and assess information and data to produce knowledge. Ruvimbo explained: *"Before coming to the university, I thought that research was doing in Google. They ask a question, you go out to Google and you find the answer, that´s research! Since coming here, I actually found that … they are articles. They need to be peer-reviewed … There is a whole long process into getting information that is valid ... It [academic research] is finding information about a topic over, over and over again. So that we [students] are searching, searching over, over and over again"* (3:27 (20116:20985) - D 3: 3-P-F-B-U-2)

Ruvimbo's final view on the role of the university is that it has a role to ensure that students get a degree on time.

To explain her view, Ruvimbo took a photograph of the Graduate Centre (10:1 (1:0:0-1:2560:1536) - D 10: 3-P7). She argued that the university needs to ensure that whoever comes to the university graduate and receive a degree. Ruvimbo specified that a role of the university is that students graduate, on time.

Ruvimbo explained that the University of Pretoria created the program FLY@UP where the University encouraged students to take responsibility for their own finishing lines and to graduate on time. She acknowledged that not graduating on time has financial and logistic implications for the student as well as for the university: *"… if you say that you want to come here at the university and you are not sure that you are going to finish in three years, in the long term, there is a cost to the university. That´s FLY@UP was invented, because of the implication that students have by not graduated on time … it is also, in a minimum time, not two or three courses in seven years ... First, for the individual, it creates a financial cost; time is wasted even for the university. We are going to pay the Wi-Fi for seven year when we were supposed to pay it for three years. Those are the resources that are lost"* (3:33 (24230:25229) - D 3: 3-P-F-B-U-2).

In sum, Ruvimbo viewed the role of the university as a provider of a space that is physically and socially safe, pleasant and supportive. She even beautifully described the university campus as a 'retreat' in contrast to her place in the township where she grew up. Ruvimbo claimed that university should provide a safe environment that allows students to interact with security on campus and preserve nature, especially species in danger of being extinct such as jacarandas. Linked to that, for Ruvimbo the university should provide a tolerant environment, socially safe where diverse cultures are welcome and cultural identity is expressed with responsibility. It is clear for Ruvimbo, that this environment should also be supportive to students by providing physical facilities and resources such as lecture halls or Wi-Fi. Ruvimbo stood for a role of the university that supported even the provision of student's basic needs such as food. Hence, for her the role of the university should be primarily as a provider of this

physical environment for students that is pleasant, positive, clean and suitable to live and to study. This type of space will positively influence student's health, spirit and engagement with their studies.

It also emerged from Ruvimbo's views on the role of the university that this institution played a key role in the individual and community transformation. She clearly affirmed that the university has a role in students' personal development. Ruvimbo stood for a university that empowers students to fulfil their dreams through acquiring knowledge, responsible leadership, cultural tolerance, teamwork skills and community building capacities. According to her, the university should contribute to the students' understanding that people of different cultures and races need each other, and the importance of one's own culture. She affirmed that the student individual transformation would conduct to the transformation of communities, and as further accomplishment, the transformation of the whole of South Africa.

Ruvimbo also pointed out other forms about the university role to engage in community transformation. She expects the university to assist underprivileged students to have access to university as well as making knowledge accessible to community members by organizing free events access.

There are other traditional roles of the university supported by the literature mentioned by Ruvimbo. These are the roles to provide a degree, to prepare students to be employed and to do research. In this regard, she specified that the university role to provide a degree must be on time. It means to support students to do their degrees, for example in the recommended time of three years rather than to study for five or six years wasting resources by students' over extended education. About the student preparation to be employed in industries, Ruvimbo emphasized the need of developing knowledge and skills as part of the students' education. She stood for a research role of the university that is interdisciplinary, interfaculty and interdepartmental. This research role should develop industry, seek community sustainability and teach students to do academic research.

5.2.4 Katie's views

Katie is participant number four of this study. At the time of research Katie was a second- year undergraduate student of the Faculty of Education of the University of Pretoria. Katie's father had the opportunity to go to the university, but he decided not to do so. On the other hand, Katie's mother has a Master's degree. Katie is a white female and is part of the Further Education and Training (FET) program, majoring in English and History.

Katie's initial view on the role of the university is that it has a role of providing physical space and facilities to do lectures, areas to do group discussion, books and Wi-Fi.

Katie took a photograph of a lecture hall to support her view (5:1 (1:0:0-1:960:1280) - D 5: 4-P1). She stated that the main purpose of the university is to educate students effectively; hence, there is a need for a physical space where lectures can happen with the necessary equipment in place. She elaborated: *"… the primary role of the university is to educate in the most effective way [to students]. I think that lecturers are important. The role of the university should be to have a space where there are going to have lecturers … It should be an actual space not an online thing or assignment, it is actually a place were learning is taking place"* (4:5 (1353:1755) - D 4: 4-P-F-W-U-2).

Additionally, Katie acknowledged that the university should provide a physical space to discuss ideas in groups. She took a photograph of a discussion area to express her view (7:1 (1:0:0-1:1280:960) - D 7: 4-P3). Katie explained that the university should be a setting where people can meet, share and learn new ideas. Katie expounded: *"… I have a lot of group work, where we have to go and speak with each other. As one of the role of the university it should*

be having spaces where you can go and talk to other people …" (4:10 (5928:6524) - D 4: 4-P-F-W-U-2).

Following on her view to provide physical facilities, Katie also expressed her view that the university must provide a degree for accreditation, coupled with access to opportunities and professional growth. She commented: *"… this piece of paper at the end [helps you] … to improve as a teacher and become a teacher [with an accredited degree]"* (1:22 (8639:8939) - D 1: 4-D-F-W-U-2).

With reference to the above, Katie acknowledged the substantial value of a degree compared to the things that she can obtain in the process. She challenged the excessive value of the role of the university to provide a degree as follows: *"… a degree is not as important for me if I compare it with all of the things that I can get along the way. So, it [the university] is giving me a key to the world in terms of the degree. It [proving a degree] is a role of the university, but I do not think that it should be as that important"* (1:33 (13045:13511) - D 1: 4-D-F-W-U-2).

Apart from a degree, Katie viewed the university as a place to provide quality teaching/learning.

According to Katie, university should provide quality teaching/learning by encouraging a practical use of knowledge. Katie took a photograph of her father's workspace to explain her view (6:1 (1:0:0-1:960:1280) - D 6: 4-P2): *"… this is my father's lecturer hall [referring to her father's work place; he did self-studied and makes minimalist running shoes] … it is also very important in education, to have a practical part … spaces like this with a practical learning environment …"* (4:7 (2933:3582) - D 4: 4-P-F-W-U-2).

Referring to Katie's view about the role of the university to balance intellectual and practical development, in her case practical work in becoming a teacher, she affirmed that currently, the university is predominantly a thinking space that neglects the development of practical skills. In this regard, Katie commented: *"… now you are in your third year [in her educational career], and then they ask you to write fifty essays about what kind of approach you are going to take [referring to work with children]. I think it should be a lot of more hands on, a lot more practical and a lot less academic … at the moment that is the ancient view of the university, the university as a thinking space! But I think what they need to do is to make people think and make people do! [She over emphasized this last statement]. They [students] need to think and they need to put those thoughts into action"* (1:20 (7171:7780) - D 1: 4-D-F-W-U-2).

Similarly, Katie referred to her view to provide quality teaching/learning by upholding love of knowledge in the students rather than mainly to obtain high marks, and she described her experience as part of a poetry group with friends from different Faculties at the university. They met several times. Katie developed a love for knowledge based on this experience: *"… we had a few poetry evenings. Everyone bring like a paragraph of a book. I usually take a podcast. It is just a conversation. People are really interested … I think that the university should encourage that culture of we are going to do it not for marks or for strictly academic purposes. [Students should do it] just with the purpose of getting to know more"* (4:12 (7006:8589) - D 4: 4-P-F-W-U-2).

With reference to the above, Katie also views the role of the university as providing quality teaching/learning by teaching students how to think, be critical and form their own opinions. In this regard Katie explained: *"I would say that it [a role of the university] is becoming educated, being able to look at things and being able to figure it out my opinion about it and think critically …"* (1:13 (4163:4503) - D 1: 4-D-F-W-U-2).

Related to the above, Katie also views the role of the university as providing quality teaching/learning by advocating discussions and engagements with ideas among students. In this regard, Katie took a photograph of a seminar advertisement to express her view (10:1 (1:0:0-1:960:1280) - D 10: 4-P6): *"I think that [the role of the university should be to promote] discussion and engagement ... encouraging that people can come and speak to you ... be able to go across of few topics*" (4:17 (13271:14726) - D 4: 4-P-F-W-U-2).
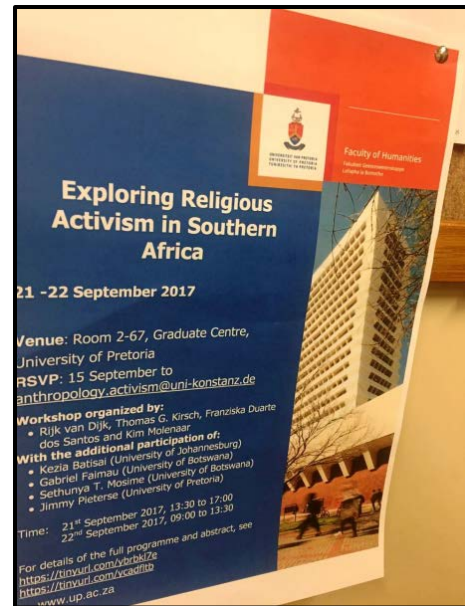
Katie furthermore acknowledged that the role of the university to provide quality teaching/learning through discussions and engagements of ideas among students should be done in a tolerant manner. She stated that the university should actively engage students in creating knowledge by encouraging students to express their opinions rather than consider the lecturer as the only knowledge provider. According to Katie, in order that it could happen, the lecturer's role should be to facilitate a tolerant and critical environment. To explain her view, Katie described her experience in one of her lectures: *"... in my class, everyone discusses a lot. I think that it is relevant because it is not that the lecturer is telling things. In this one, everybody is talking, everyone is sharing their opinion. I think that it is an important role of the university, to open up those spaces ... You could say things without being worry about judgments. You could hear things without thinking of your bias. I think that it was great! ..."* (4:6 (1759:2800) - D 4: 4-P-F-W-U-2).

Additionally, Katie's holds the view on the role of the university as amending the after-school educational gap in order to equalize opportunities among students.

Katie explained her view by drawing a description of the brokenness of the educational system, even before students arrive at university (2:2 (1:0:0-1:1344:976) - D 2: 3-Drawing2): *"... people are going from primary, high school, university and work. I do not think that our education system is doing us any justice ... a better role of the university is that even when the system if broken from the start, university should try to amend some of the gaps"* (1:14 (4507:4929) - D 1: 4-D-F-W-U-2).
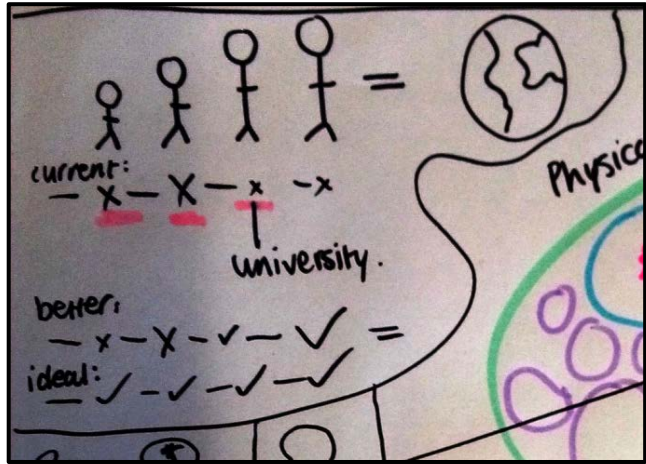
In this regard, Katie used two personal experiences to explain how a university should promote equality among students, namely: by being part of a food campaign to support disadvantaged students, and by experiencing a negative impact in her studies by not having Wi-Fi.

Katie took a photograph of her sister's bedroom to explain her thinking (13:1 (1:0:0-1:1280:960) - D 13: 4-P9). She participated in a 'Food drive' campaign by giving cans of food to students on campus who do not get enough food and who need extra food. Katie commented: *"... this photograph represent a bedroom. The university must be an equalizing factor. You [students] can come from next door and live in a mansion, or you can come from the middle of a farm, and you will get restrooms, Wi-Fi access and you can study ... it [the university] promotes equality [among students]"* (4:21 (18266:18968) - D 4: 4-P-F-W-U-2).

Similarly, Katie described her frustrated experienced of not having Wi-Fi to explain how university should promote equality among students. In this regard, Katie took a photograph of a Wi-Fi ad (9:1 (1:0:20-1:960:1280) - D 9: 4-P5) and described that for three weeks, she did not have Wi-Fi at her house. It was terrible for her to study, since at that time, she lived far from campus and attended university only a few days during the week. Through this experience, Katie understood how difficult it was working without having the resources she needed. She acknowledged that before this experience, she did not realize how important these resources are: *"... for people who are coming from all different spaces as a township, it is so important for the university to be a space for all to have access to books and Wi-Fi, to put all on the same page ... The university must be an equal space in terms of providing things like this [books and Wi-Fi], to provide the basic resources to study ..."* (4:16 (12439:13140) - D 4: 4-P-F-W-U-2).

Next Katie has turned her gaze to the role of the university to promote community development. She explained that the university needs to be accessible for the community. She described her view in the following way: *"the students need to spread out into the community and the community need to be able to use the university as a resource and as a space. I do not think that they should be separated. To me, the role of the university is to improving the community and improving the space they [universities] are in. I would consider that as a successful university"* (1:34 (13515:13848) - D 1: 4-D-F-W-U-2).

With reference to the above, Katie produced a drawing to explain her view (2:3 (1:980:0-1:1964:1192) - D 2: 3-Drawing2). She commented: *"… the university should not need to have straight buildings. It [university] can moves around the communities and surroundings. I think that they are doing it quite well here [at the University of Pretoria] by all its different campuses …"* (4:18 (14859:15300) - D 4: 4-P-F-W-U-2).
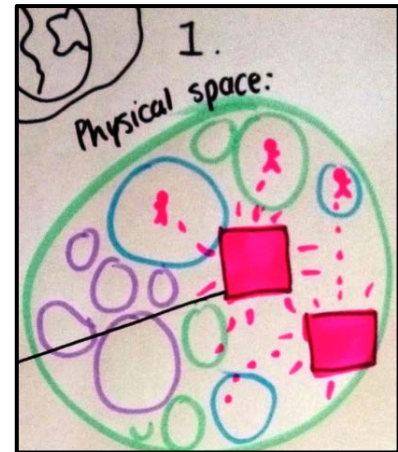
Katie also affirmed that the university should be an accessible educative resource for its community by being an open space for public to attend to seminars, being a communal space or by sharing its knowledge. Katie took a photograph of the university campus to explain her view (11:1 (1:0:0-1:1280:960) - D 11: 4-P7).

With reference to the public, being able to attend seminars, she argued with the support of a photograph of the campus: *"… this can be a campus. People can attend to seminars there. It is open to the public. If you have all these things happening [public seminars]… one role of the university is to be open and related to the community … to teachers in the area or you can have people in the area who want to host a discussion ... [at the university campus]"* (4:19 (15304:16233) - D 4: 4-P-F-W-U-2).

Additionally, Katie explained with a drawing that as part of the role of the university to promote community development, the university could become a communal space (4:18 (14859:15300) - D 4: 4-P-F-W-U-2). Katie expounded: *"This is like a city, and you have some houses. The fact that you can actually have a campus ... you can allocate a poetry evening that people can come to a lecturer hall. When an embassy wants to do something, there is a space for that. Then you can provide a space to perpetuate and cultivate learning. One of the roles of the university is to provide a physical space for the people to organise different things. That makes a difference in the city or in the town, to have a communal space where you can engage ..."* (1:28 (11212:12124) - D 1: 4-D-F-W-U-2).
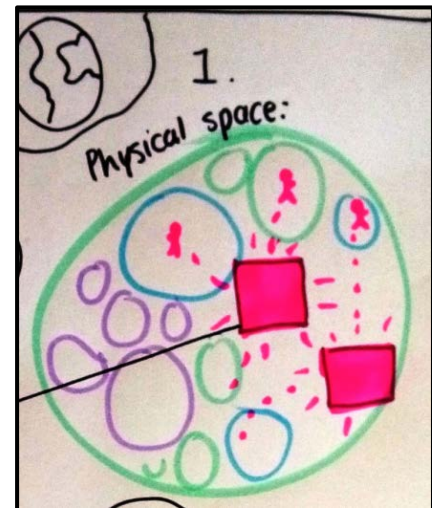
With reference to the above, Katie also stated that the university should promote community development by sharing its knowledge. Katie explained her thinking in this regard in the following way: *"... [The university should] communicate [its knowledge] with people ... what matters is going and saying to people: 'hey do you know that in an ancient place they did this', and then they also say: 'yes! that is amazing!' ..."* (1:32 (12625:13041) - D 1: 4-D-F-W-U-2).

Additionally, Katie affirmed that as part of its role to promote community development, the university must include community engagement activities as part of its curriculum. Katie's purpose was to sensitize students with the communities' needs and the usefulness of students' education to supply those needs. She argued that students should leave the university with a mind-set that will make the world better by using their knowledge, rather than foster student's self-satisfaction of merely receiving a degree. Katie expounded on this by claiming that: *"... [Students] are complacent and I feel that the university needs to force practical work in us ... [students] should be forced to go out, look at what is happening, be taught how the community works, skills that they need now, to improve things later. So that desire to do things should be cultivated here [at the university] ... at the moment, they are making people more complacent and more that: 'I have to go and get my degree'"* (1:37 (14862:15551) - D 1: 4-D-F-W-U-2). She continued: *"The university is a massive force. It is like an army with such a huge amount of potential ... then end up sending out people with pieces of paper ... instead as an engineer, I can build houses ... earn some money, but also I could go out and organise an NGO ... the*

university need to have like a charitable outreach focus …" (1:21 (7784:8635) - D 1: 4-D-F-W-U-2).

Additionally, Katie explained that as part of the university role to promote community development, it must influence its community as an institution. In this regard, Katie suggested that the university should have a school to serve its surrounding community as well as to be a place for students to develop their knowledge. Katie commented: *"… what if the university has a school at the Groenkloof campus for children that could not afford to go to school? They can say half of your degree is studying and half of your degree is running the school, and figuring out how to teach these kids and do it on an experimental basis. Then you will see the university becoming a real force in the community and do a lot of good"* (1:19 (6588:7169) - D 1: 4-D-F-W-U-2).

Katie's next view on the role of the university is that it has a role in helping students clarify their vocations.

She recognized that the after-school educational gaps could hinder students' clarity of their vocation. Hence, Katie suggested that university could help students to clarify their vocations by exposing them to different disciplines by having a cross-departmental/faculty approach: *"… university should try to amend some of the [educational] gaps and put people in vocational paths. In ways that they can think about things that are important like education, environmental knowledge, or being aware of your impact in the world …"* (1:15 (4773:5241) - D 1: 4-D-F-W-U-2). She continued: *"Vocationally, you have a lot of space here to explore … if the university tries to provide you five opportunities and give you the opportunity to go and experiment with five different routes. Then you would be able to say, okay four of them are not really good. I do not want to go, the fifth is where I do want to go … I think that it should be something more interdepartmental, cross-cultural communication, cross Faculty emphasis … so that they [students] can leave with a stronger sense about where they want to go"* (1:44 (8940:9901) - D 1: 4-D-F-W-U-2).

Similarly, as part of Katie's view on the role of the university in helping students to clarify their vocations, the university should expand students' knowledge and capabilities outside their degrees. She argued that: *"one of the role of the university is to foster knowledge and capacities in students to learn other things not necessarily related to their degrees, or so strictly in their*

Departments" (1:27 (11024:11208) - D 1: 4-D-F-W-U-2). In this sense, Katie described her fulfilled satisfaction by attending a seminar outside of her Department. Katie commented: *"I went to a seminar about starting an NGO ... as soon as I graduated, I am not just qualified in what it says in my degree, but from the university, I have all these other things ..."* (1:25 (10128:10564) - D 1: 4-D-F-W-U-2).

Katie's additionally viewed the role of the university as that it has a role to be a physical space for housing historical documents and resources.

Katie took a photograph of some library books to explain her view (8:1 (1:0:0-1:960:1280) - D 8: 4-P4). She argued that the university as a physical space, should house documents such as photographs, journals, pamphlets or newspapers. Katie claimed that these documents are historically valued as well as too old to put them online. Similarly, these documents could be a reference in the frequent changes of history narrative and could positively influence history, education, policies, politics, social and individual identities. In supporting this preservation role Katie argued that:

"The university is a source of information, specifically archives and information that you cannot find online ... the university should become a safe space for housing not necessarily artefacts but like documents, resources, otherwise they maybe loose. The university becomes a special sponsor place were these things are going to be safe ..." (4:14 (9735:11077) - D 4: 4-P-F-W-U-2).

Katie also described her pleasant and insightful experience of visiting the archives of the university. She elaborated: *"... in one box there can be a journal of 1947 and in the next one could be a school textbook of 1802. He [the man responsible of the archives] is trying very hard to put them online. Those are the kind of things that you cannot make them accessible online. Because, when you have a book or a document you cannot scan it because it is too old. I think that you really need a physical space to keep that information because it is very valuable ..."* (4:14 (9735:11077) - D 4: 4-P-F-W-U-2).

With reference to the above, Katie stated that these documents and resources could be a reference in the frequent changes of a history narrative. She expounded: *"These things are important because history narrative is changing all the time ... the last year, the ANC [the African National Congress which is the Republic of South Africa's governing political party] said that Nelson Mandela was never ever in our party, and in this year, they are like: 'we love Nelson Mandela' ... Depending on how changes go, we should be able to go back to the original sources and say: 'okay, you have a manual that was written in 1948'; or 'you a journal that was written in 1902. You have those original sources'. Those things can impact education, the way that it has been taught, the current policies, politics, economy and the identity or self-perception of children that are coming from minorities ... archives are definitely important!"* (4:15 (11081:12307) - D 4: 4-P-F-W-U-2).

Apart from the role of the university in being a physical space for housing historical documents and resources, Katie also has the view that the university has a role in promoting extra curriculum activities and different students' interests apart from their academic duties. To explain her view, Katie took a photograph of students painting a mural (12:1 (1:0:0-

1:1280:960) - D 12: 4-P8). Katie elaborated: *"... I think that the university has space for different groups that come together. You have a debating club, a rowing club, a chess club ... you can come, where your interests are, you can find a group of people and get together, this is apart from academics ... if you are engineering students, you cannot have your whole focus in engineering, you need to meet people that like engineering but are also in a jazz band. In education, but also they want to play netball. You need to have slightly different interests ..."* (4:20 (17307:18135) - D 4: 4-P-F-W-U-2).

Furthermore, according to Katie, the university has a role in providing a pleasant safe space which impacts directly on student learning and on student interaction on campus. To explain

her thinking in the regard, Katie took a photograph of the campus in where the educational Faculty is located (14:1 (1:0:0-1:1280:960) - D 14: 4-P10). Katie expounded: *"This is the Groenkloof campus. It is stunning! ... it is important for me to have a happy safe space. I think that it is more important if you think about the strikes organized by some*

students for example, and how that threatened it was. In order to learn properly, in order to be able to talk with my friends about things, to seat on the grass outside, you need to have that space [pleasant and safe]. It promotes better learning. It promotes happier people ..." (4:22 (19099:20197) - D 4: 4-P-F-W-U-2).

With reference to the above, Katie described an experience that made her value the importance of having a safe space to study. In her first-year at the university, she lived at a student residence inside the campus. She felt happy and her marks were good. She could walk inside the campus at night, go to the library and interact with her classmates in a safe environment. However, the following year, Katie moved to a public accommodation outside campus where she shared a place with strangers. Katie described her experience as follows: *"[about that accommodation outside campus] that environment was a very very negative experience for me. These girls were insane! We had drugs dealers heading at the door at three in the morning. There were actual fights in the apartment. I actually locked my door and hide. I was terrified! My marks took a very down dive and my mental state took a dive ... I was so unhappy and felt very very unsafe ..."* (4:23 (20201:21289) - D 4: 4-P-F-W-U-2). During the next semester, Katie moved back to her home and things were well again. Based on this experience, Katie acknowledged the importance of the role of the university to provide a safe space for students to learn.

In sum, Katie viewed the role of the university largely as a provider of a physical space and facilities. For her, the university fulfils this role by providing lecture halls, areas to do group discussions, books and Wi-Fi service. An online university is not an option for Katie. This infrastructure and services should enhance a pleasant and safe environment to study that impact directly in the teaching and students' learning and social interactions on campus. Linked to her view to provide a physical place for students, Katie also mentioned that university should house historical documents and resources that serve as references for individual and social cohesion.

It also emerged from Katie's view, the university role of fostering students' personal development. Specifically, she stressed the role of helping students to find their vocations by a cross-departmental/faculty exposure. According to her, the university contributes in solving the sometime vagueness in students' vocation causing by the after-school educational gaps. Encouraging extra curriculum activities related to students' interest outside their academic duties was suggested to develop students' critical and personal opinion in a tolerant environment. According to Katie, these aspects will contribute to students' intellectual and social skills development.

Another main finding that can be drawn from Katie's view is that the university plays a key role in the promotion of community development. According to Katie, the students are the most important community inside the university. Hence, this institution has a role to amend the after-school educational gap and be an equalizing factor of opportunities among students. About the university's role with its outside community, the university should be accessible by sharing its knowledge, being a communal space, available to allocate public seminars or impacting its community through a school. It was clearly explained by Katie, that this school could help children in disadvantaged situations as well as being a place for student teachers to develop their knowledge.

It is interesting to note that, according to Katie, the community development role of the university should also be included in the curriculum. For her, students must be sensitized with the communities' needs and the usefulness of their education to supply those needs. Katie clearly described that the university should have 'a charitable outreach approach'. She strongly emphasized that students should learn how the community works as part of their education.

Another promising view that emerged from Katie's view is the role of the university to provide quality teaching/learning processes. She explained that these processes should have a balance between intellectual aspects and a practical use of knowledge. The university has a role to uphold love of knowledge and not over emphasize obtaining higher marks. In this process, Katie explained that engaged discussions are important to develop students' own opinions in a tolerant environment.

Finally, Katie's views show a comprehensive understanding of the role of the university by integrating different aspects. According to her, the university provides knowledge and develops students' capacity to engage in it. However, these teaching/learning processes should also include intellectual and practical aspects, be engaged to its external community and promote equality among students to overcome their educational gaps. In this context, the provision of a pleasant and safe environment will allow all the previous roles to happen, and at the end, a degree for accreditation and professional growth.

5.2.5 Amber's views

Amber is the final participant of this study and is a second-year undergraduate student in the Faculty of Education at the University of Pretoria. Both Amber's parents attended university. Her father studied education and her mother, nursing. In addition, Amber's grandparents attended colleges. Amber is a white female and is part of the Foundation Phase Education program. Amber did home schooling during her entire school education.

Amber's initial view on the role of the university is that it has a role to provide a physical safe space and resources to support students' learning.

Amber took a photograph of a university building to explain her view on a physical space that is safe and comfortable (9:1 (1:0:0-1:1280:768) - D 9: 5-P6). She elaborated: *"The university should give you a save environment where you should feel comfortable, enjoy*

and live for the next years ... a place where you are able to go and learn. This picture beautifully depicts the campus environment. There are trees, buildings and everything" (3:10 (8558:9136) - D 3: 5-P-F-W-U-2).
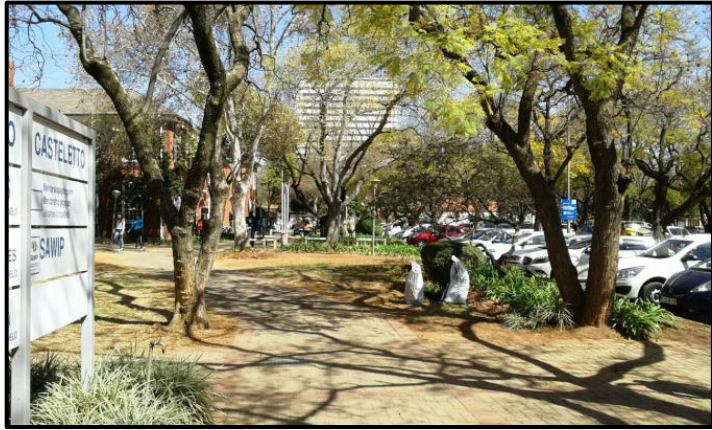
Regarding the role of providing a physical space that supports students' learning, Amber mentioned that the university has a role to provide resources to acquire further knowledge. To explain her view, Amber drew a bookshelf with books and a desk to study and explained that (2:1 (1:92:328-1:1368:1216) - D
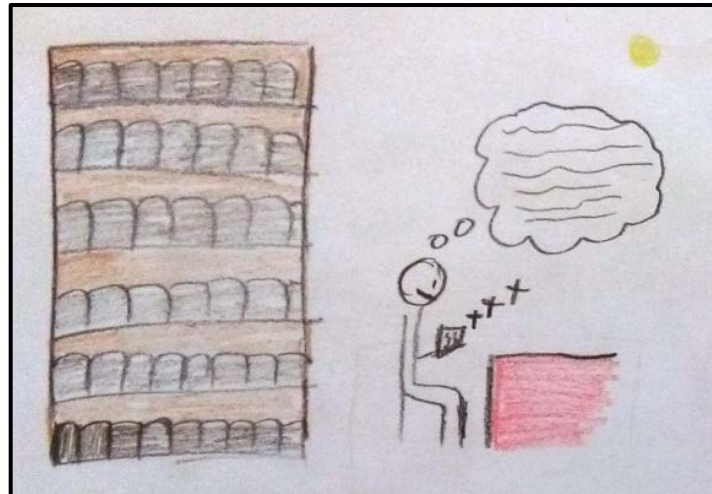
2: 5-Drawing): *"[by this drawing] I was trying to show how he [the student] is busy learning and he is adding to the knowledge that he already has. That is why I drew the plus sign ..."* (1:7 (2551:2830) - D 1: 5-D-F-W-U-2).

Following on her view to provide a physical space, Amber also expressed her view that the university should provide infrastructure to learn. To explain, Amber took a photograph of a lecture hall (5:1 (1:0:0-1:1280:768) - D 5: 5-P2). She commented: *"The university*

provides us infrastructure … we are having here dedicated students sitting there and the university does their part … I was depicting a class situation" (3:5 (3208:3764) - D 3: 5-P-F-W-U-2). Furthermore, Amber affirmed that among the infrastructure that the university provides, the library is her safest place to learn because it is quiet and has the resources and equipment needed to study.

With reference to the physical space role of the university, Amber took a photograph of a chalkboard room to explain her view (10:1 (1:0:96-1:768:1280) - D 10: 5-P7). Amber commented that in the chalkboard room students learn how to do handwriting neatly. Students spent many hours during the semester practicing their handwriting as part of their chalkboard assignments. Amber explained that this skill is helpful in teaching young children how to write since their teachers should have a rounded letter that will allow children to copy correctly and learn: *"… I appreciate that the university provides us with this room because students do not have a chalkboard at home or they are not able to buy one. We can come here and write on chalkboards"* (3:11 (9271:10413) - D 3: 5-P-F-W-U-2).
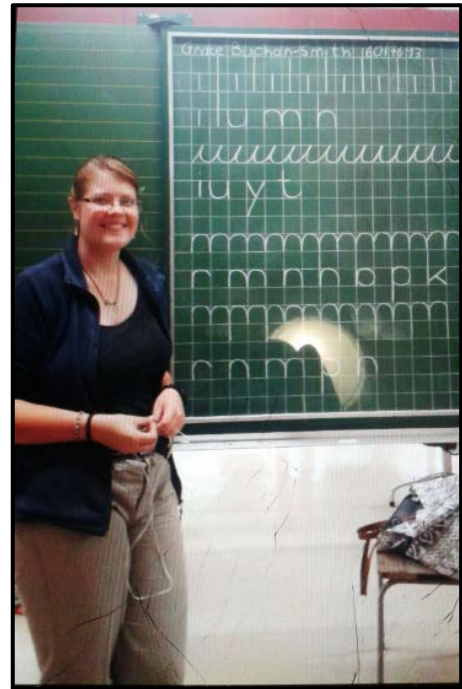
Apart from a physical space, Amber viewed the university as having a role in providing educational opportunities to ensure students grow in their understanding of the world. This understanding will help students to interact well in society.

In addition, according to Amber the university should provide a degree and the educational support to develop qualifications to obtain it. To explain her view, she drew a scene of a graduation ceremony (2:2 (1:1813:340-1:2949:1188) - D 2: 5-Drawing): *"The university role is to better qualify you [as student] to be able that one day hold the degree that you want*

to ... You come to the university to be trained in such a way to give you all the support measures that you can so that one day stand in your graduation holding your degree ..." (1:8 (2834:3675) - D 1: 5-D-F-W-U-2).
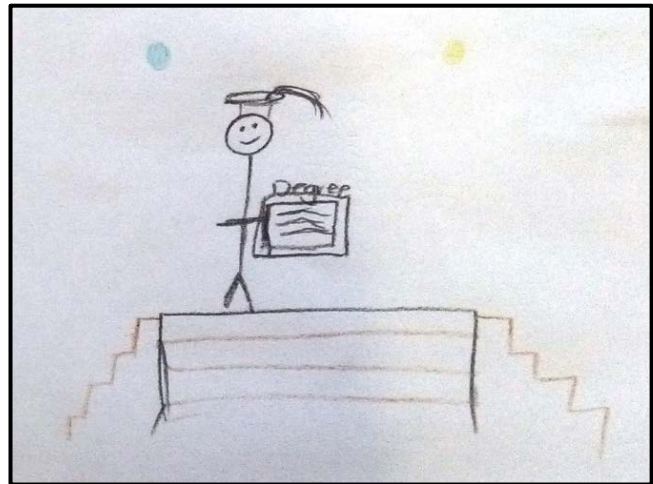
Linked to the university support to obtain a degree, she took a photo of an assignment to explain that a university should provide feedback about students' learning to help them to pass their subjects (4:1 (1:0:148-1:768:968) - D 4: 5-P1): *"The university gives you chances to really work through your semester work and then to see if you understand what you were supposed to be doing. It is something from their side of helping you to do well as you can obtain your degree. When you get that assignment*
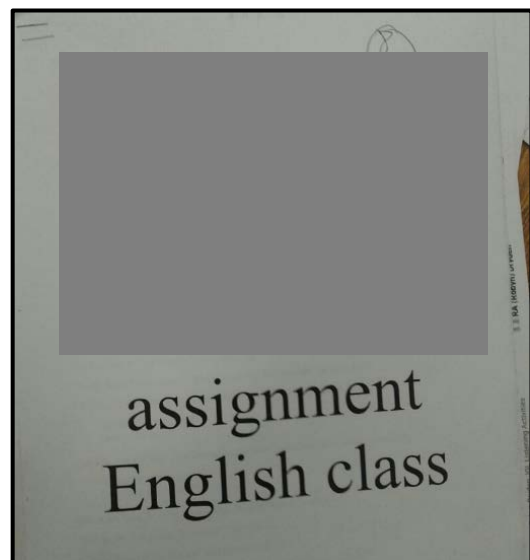
back, you can look and see what did I do right and wrong, how can do I improve even in my content knowledge or my application of the knowledge to be more appropriated with the material that I am learning" (3:4 (2138:3076) - D 3: 5-P-F-W-U-2).

Following on her view on the educational support of the university to obtain a degree, Amber acknowledged how encouraging receiving an international recognition about students' academic performance was. Amber took a photograph of an award ceremony to express her views on the role of the university (8:1 (1:236:0-1:1280:768) - D 8: 5-P5). Amber belongs to the Golden Key International Honour Society. This world honour society distinguishes high performance academic students by a *cum laude* recognition. Amber stated that the university should support students to obtain their degree with recognition as follows: *"The university allows this international organization to come into campus and to award the students because it helps in having a more developed CV. The certificate says how did you do academically [during your studies] because your degree does not actually say that thing. Because it is not just being graduated. Since you are a cum laude, it means that you were doing very well"* (3:9 (7725:8425) - D 3: 5-P-F-W-U-2).

Amber also explained that the university should support students to get their degree by giving guidance about how to do their assignments. She took a photograph of a children's storybook presentation to explain her view (11:1 (1:0:0-1:1280:768) - D 11: 5-P8). Amber created a children's storybook during her first-year at the university. Since her class, was the first generation to receive a new curriculum, she did not have an idea about how to do a children's storybook. There were no previous references at the Faculty for her to consider. The following year, the university requested first-year students to voluntarily display their storybooks to guide first-year students about how to do the work. Amber stated that it is a role

of the university to provide guidance to the students on how to do their assignments as well as to use its resources to help students in their learning process. Amber explained it in the following way: *"We were sort of the voortrekkers[6] in that circumstance. We were driving the way for the students coming afterward ... The university should help you to get your degree. To provide you the guidance and how to do your assignments. This assignment was 50% of the semester mark, so it was a massive work to do. So the university should be helping you to know how was the idea of the assignments that they are giving us ..."* (3:12 (10544:12234) - D 3: 5-P-F-W-U-2).

Amber's next view on the role of the university is that it has a role in helping students to find their own identity.

To explain her view, Amber created a drawing of some people (2:3 (1:48:1296-1:1340:2012) - D 2: 5-Drawing). Amber affirmed that the university should help students to realize that they are persons with their own identity and culture, far more than merely numbers or codes.
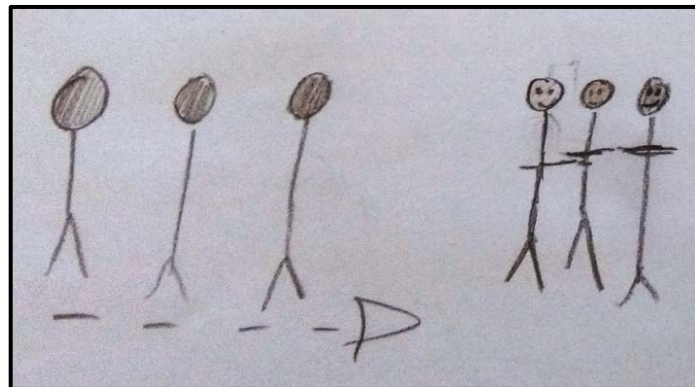
Similarly, Amber noted that a role of the university is to help students to appreciate others' identity regardless of their race or skin colour. She expounded her view using the previous drawing: *"What I was showing here is how people can disappear into a crowd and eventually start looking the same [see the people drawn on the left without faces]. The point to come into university you realizes that all people are not the same. Each person is different. They have different opinions ... I was trying to show even the differences between race and skin colour, they do not need to affect your relationships with other people. At the end, you start to appreciate it and learn from that"* (1:11 (4383:4885) - D 1: 5-D-F-W-U-2).

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[6] A voortrekkers is a member of one of the groups of Dutch-speaking people who migrated by wagon from the Cape Colony into the interior from 1836 onwards, in order to live beyond the borders of British rule.

Apart from helping students to find their own identity, Amber also stated that the university has a role in preparing student teachers for the working environment. Amber drew a classroom scene to explain that as a student teacher the university prepares you to work in a classroom (2:4 (1:1393:1324-1:2881:1956) - D 2: 5-Drawing).
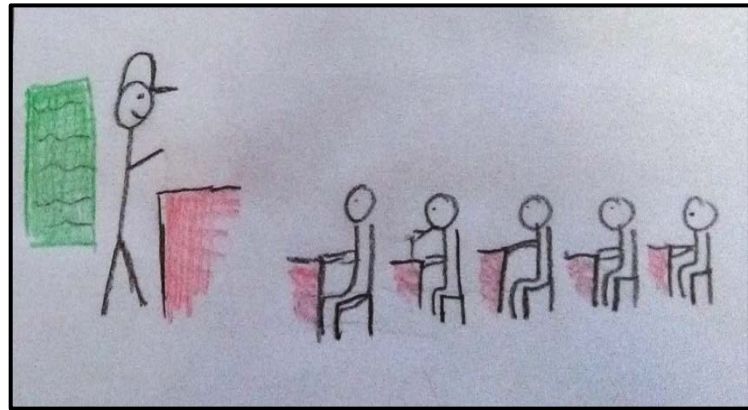
With reference to above, the students' preparation for the working environment should include practical uses of academic theories. Amber described the usefulness of a nutritional subject about the influence of food in children's behaviours. In this regard, Amber commented: *"The university should teach us theories that actually work. For instance, we had a course for children about nutritional means. We had to look up how to do it. What do you do if a child if not talking to you, we need to know what is going on. That really helped me!"* (1:15 (6602:7296) - D 1: 5-D-F-W-U-2).

Linked to the university's role to prepare students for the current professional reality, Amber holds the view that teaching should be related to what happens in the world. To explain her view, Amber described her experience on interviewing teachers about how they deal with classroom situations. This experience helped her and her class to relate the university learning with reality.

Amber also explained that teaching lessons at schools, as part of her modules is a way to be related to the world. Amber commented that those experiences allowed her to be exposed to a real class environment: *"... The university is preparing you for the working world before to put you in it permanently. It is sort of giving you the chance to taste out, to know what's is going on and then decide if you like it or not ... I was at the school for three weeks doing practicals [referring to practice teaching], doing observations and giving lessons ... In that way, they are preparing us for the practical world"* (1:13 (5076:5999) - D 1: 5-D-F-W-U-2).

To include learning opportunities outside students' modules is another way to prepare students for the working environment. In this regard, Amber mentioned her experience of speaking at a seminar as an extra curriculum activity.

Amber's next view on the role of the university is that it has a role in providing emotional support to students through counsellors, psychiatrists or tutors to handle their educational duties in case, they face problems. She explained her view as follows: *"… in my first-year, I had eleven modules. All of them have assignments, exams and you face so much work. It is hard to keep motivating yourself and work very hard. So I felt I need emotional support …"* (1:17 (7546:8138) - D 1: 5-D-F-W-U-2).

Apart from the role of providing emotional support to students, Amber also views the role of the university in providing a basic health attention to students in the form of free medical and doctor's advice through a health clinic.

Amber explained that this health clinic should contribute to students who cannot afford to go to a medical doctor. Students can go into the health clinic, get a diagnosis and prescriptions for medication. Amber also explained that the university should provide first aid training to students or university staff who can help in case of emergencies: *"… If you have got a student who get an injury or get very sick on campus, then they [universities] should have the infrastructure in place to help him out instead of having to wait for somebody or an ambulance that comes from far away to help them"* (1:18 (8142:8778) - D 1: 5-D-F-W-U-2).

Furthermore, according to Amber, the university has a duty to provide opportunities to students to develop their leadership skills by offering leadership positions.

To explain her view, Amber took a photograph of a student committee (6:1 (1:116:8-1:1144:768) - D 6: 5-P3) and explained: *"I learnt more about dealing with people and workplace issues here that I have in the past 19 years of my life. Like to have to deal with difficult crisis, difficult situations, being threaten to be shut down. This experience really developed my leadership skills and the people's skills of dealing with other people ... I really had to get out of my shell and to be able to speak to people. I had to organized socials. I attended meetings ... All of these things, really helped me to act professionally on the one, and number two to have to communicate with people in a way that make them feel that I am very interesting in what you are saying ..."* (3:7 (4628:6545) - D 3: 5-P-F-W-U-2). After this leadership experience, Amber felt empowered to mentor the follower members of the future students' committees.

Linked to the above, Amber acknowledged that the role of a university in allowing the organization of educational events by students where they can express their views is a way to develop their leadership skills. Amber took a photograph of a seminar organized by students to express her view in this regard (7:1 (1:0:20-1:1112:720) - D 7: 5-P4): *"... [This photograph represents how] the university is giving us as students, opportunities to express our views in different matters. Instead of just telling us this is what we are doing or this is right. It is really like of: 'what do you think about this issue!' They gave us the opportunity to organize a conference, to set up to really come together as a group and say: 'as students, this is how do we look at this!'"* (3:8 (7113:7592) - D 3: 5-P-F-W-U-2).

Similarly, by training students to become leaders, the university develops their leadership skills. To explain her position on this, Amber took a photograph of a student leadership training camp (12:1 (1:0:12-1:980:532) -

D 12: 5-P9). She commented: *"The university paid for us to go [to that leadership training camp]. So we can have team building and training in our role as leaders. So we could learn how do I become a leader. How do I be my own sense of leadership! So they did not just say 'here is your leadership opportunity … go for it!' They gave us guidelines and allowed us to build up networks with people as well …"* (3:13 (12367:13259) - D 3: 5-P-F-W-U-2).

Amber's final view on the role of the university is that it has a role in facilitating the development of relationships/networks among students.

To support her thinking Amber took a photograph of a social event (13:1 (1:96:0-1:1280:768) - D 13: 5-P10). This photograph was of a concert at the sport grounds of the University of Pretoria. Amber elaborated: *"As an individual you do not get very far in life if you do not build up relationship with the people around*

you. If you consistently study and working, you are only focusing on the next thing that you has to do with your degree. You do not have time to form relationships … This is them [universities] providing you with an opportunity to build networks for the future. So when you all are graduated and have your degree, we have people that we know. When we are in trouble or anything, we can go and say look: 'can you please help me out?' (3:14 (13392:14670) - D 3: 5-P-F-W-U-2).

In sum, Amber viewed the role of the university as a provider of a physical space that is safe, comfortable and adequate for students' learning. For her the university should provide security for the students as well as an adequate infrastructure of lecture halls, a library or places to do group discussions. Universities should also provide facilities that support educational processes such as books or Wi-Fi.

It also emerged from Amber's views the role of the university of fostering students' personal development. For her, the students' own identity and to appreciate that of others regardless of race or skin colour, student leadership skills, social skills and understanding of the world are important.

Another main finding that can be drawn from Amber's view is that the university is an institution that conducts teaching/learning processes; hence, this institution needs to provide educational support to students. According to Amber, this educational support could be by providing feedback about students' learning and guidance on how to do their assignments. Similarly, an international accreditation about students' learning processes was suggested. Amber also explained that these teaching/learning processes should be related to the future professional reality of students, hence, there is need to emphasize a practical use of knowledge.

Finally, it is worth noting that, according to Amber, the university also has a role to do community development. In terms of this role, Amber explained that the provision of emotional support to students through counsellors and tutors is important as well as health attention to students and free medical advice through a health clinic. Amber also explained the role of the university as a degree provider; however, she expounded that rather than obtaining this degree, to pursue love and the use of knowledge in favour of people outside university as part of the university community engagement role, should be emphasized more.

5.3 Conclusion

As a conclusion, these findings support the notion that the university has a role in the students' development as persons. In this regard, social skills, teamwork and responsible leadership were mentioned. In juxtaposition, the university seems to have a role in the students' clarification of their vocation. As part of fostering students' personal development, the student teachers stressed the need of empowering students to stand for a cultural tolerance and help students to find their own identity. Finally, as part of developing the human aspects of the students, developing a critical and own opinion of the students with an understanding of what is happening in the world was also considered important.

Another promising aspect that emerged from the participants' view is the role of the university to provide quality teaching/learning processes. The student teachers explained that these processes should balance an intellectual and a practical use of knowledge. The students were of the opinion that there is a need to experience their future profession reality before they finish their university education. It emerges from the student teachers' views that a university education should be relevant and related to what is happening in the world. Similarly, there is an understanding that these teaching/learning processes should be holistic which included intellectual, social, emotional and physical aspects of the students to prepare them to live in a society full of information, personal and social challenges. The participants constantly described teaching/learning processes that uphold and pursue love of knowledge in the students through engaging processes rather than mainly to obtain high marks or a degree. These processes should provide educational support to students and be sensitive to the students' personal background.

It also emerged from the student teachers' views some traditional aspects on the role of the university that are extensively mentioned in the literature. The role of providing a degree or to conduct inter-disciplinary, inter-faculty and inter-departmental research was mentioned. Similarly, it was extensively explained that the role of the university was to provide a physical space and facilities to conduct education. Facilities such as lecture halls, a library and spaces to do group discussions were mentioned as well as books and Wi-Fi connection as resources. It is interesting to note that as part of the role of providing facilities, to provide a pleasant and safe environment be also considered. The participants of this study were in the opinion that a safe environment is needed for the students' teaching/learning processes as well as for their

social interactions. Nevertheless, this role of the university also included the provision of security for natural environments or species in danger of being extinct such as jacarandas, or historical documents that serve as references for individual and social cohesion. Finally, as part of these traditional aspects on the role of the university, the university also has an important role to prepare students to be employed.

I also perceived in the participants' views an emphasis on the community development role of the university. The student teachers explained that the university is responsible with its internal community, namely students, and external community. Regarding the community development role of the university with its students, the student teachers mentioned the role of amending the after-school educational gaps of the students and to be an equalizing factor among students with underprivileged backgrounds. Similarly, the university should provide emotional support to students through counsellors or tutors, health attention and free medical service. About the community development role of the university with its external community, the student teachers of this study consider that knowledge should be accessible to its community as well as the university facilities and resources, even in the form of a communal space for the community, for example, to organize community discussions. Finally, to assist underprivileged students to access the university is another part of the community development role of the university.

This first level of analysis is insufficient to understand the views of the student teachers on the role of the university. Thus, I engaged in a second level of analysis, which I believe strengthened my study. Chapter 6 will deal with this second level of analysis, which is based on my second research question.

CHAPTER 6: PRESENTATION OF FINDINGS - LEVEL 2: CAUSES THAT EXPLAIN STUDENT TEACHERS' VIEWS

6.1 Introduction

In this chapter, I engage with the second level of analysis which was to analyse the causes that explain the views of the student teachers of the University of Pretoria on the role of the university in general, as an institution. As in chapter 5, I follow a qualitative data analysis approach as part of a thematic analysis of my data (Bryman *et al.*, 2019) searching for themes. In this regard, I identified core causes (meta code) that explain how and why the views of the student teachers emerged.

6.2 Themes related to the causes that explain the views

In the following section, I will explain the themes I identified related to the causes that explain the views of the student teachers on the role of the university and the outcomes that these causes produce in the participants.

6.2.1 Helen's causes that explain her views

Helen's initial cause (meta code) that influenced her to have her views on the role of the university was her learning experiences at school and at the university.

Helen's first educational experience that influences her views was her initial architecture studies at university before embarking on an education qualification. Her architecture studies, in her view, helped her develop critical thinking skills and challenged her to develop her own opinion and thoughts. Helen explained that as part of her studies she was required to do a self-portrait with wire. She acknowledged that this task challenged her thinking and perceptions, as well as encouraged her to think creatively *"… because that's what you are going to use to design in architecture [referring to develop her thinking]. If you are not be able to give reasons for doing a self-portrait with wire, so how are you be able to give reasons about your designs? …"* (1:44 (12365:12635) - D 1: 1-D-F-W-P-2). Helen also recognized that this experience helped her in being self-reflective and critical.

Referring to her experience in studying architecture, Helen acknowledged that it helped her to appreciate critique. She specifically valued the 'desk crits', which consist of open discussions about students' productions where lecturers ask questions before students' big final submission. Helen remembered that these discussions challenged her thinking to elaborate reasonable explanations about her work: "… '*explain it to me' [a lecturer asked her]. 'Don´t you think that it would be better to go this route or that route?' [her lecturer questioned her] … They even usually force you to go even deeper [Helen concluded]"* (1:51 (14298:14846) - D 1: 1-D-F-W-P-2).

Helen also referred to the support that she received from her architecture lecturers that influenced her views on the role of the university.

Helen's next educational experience that influences her views on the role of the university was her studying history at university. In history, Helen came to understand how society and architecture are related to one another. For example, she explained how communist architecture forced people to not want to question the society, or how was the architecture during a recession, apartheid or the nature of the South African architecture. From her history studies, she came to appreciate and understand the interactions inside the world. Helen described her studying history: *"… that opened up my mind to know how integrating the society actually is in terms of everything, not just architecture, with the arts or the more cultural side, but even the physical side, the business side, the economic side …"* (1:48 (12713:13894) - D 1: 1-D-F-W-P-2).

Helen's other educational experience that influences her views on the role of the university was her biology studies at school. Referring to school, Helen mentioned her insights about learning about the ecosystem's sustainability. She came to appreciate the role of small parts in the continuity of an ecosystem. Similarly, Helen stated that students are part of ecosystems and they have the role to contribute in the sustainability and continuity of these ecosystems. She elaborated, *"… in the natural world, there is sustainability in everything and every small little ecosystem you have [as a student, member of a family or community], they use this continuity …"* (1:78 (21793:22215) - D 1: 1-D-F-W-P-2).

Helen also recognized that her biology studies at school helped her to feel responsible of her role in her own ecosystem. Based on this rationale, she decided to combine her studies of architecture with education following her interests and her understanding of what is her role in society: *"… I see myself as part of an ecosystem … I have an idea of what role I would like to play in the ecosystem based in my history, knowledge …"* (1:79 (22217:22622) - D 1: 1-D-F-W-P-2).

Helen also explained that the other cause (meta code) that influenced her to have her views on the role of the university were certain role models in her life. She stated that her father, as a lecturer at university, influenced her views. Helen acknowledged that her father influenced her to understand and develop a view of what the university should do: *"… I grow up with someone that was probably at the university always. I have seen him how does he developed over the years [referring to his understanding of the university]"* (1:54 (15093:15274) - D 1: 1-D-F-W-P-2).

Alongside her father, her mother and in general, all Helen's family, shaped her views on the role of the university. Helen explained that her parents are the head of a student residence at the university. She described her mother as a very empathetic person. At residence, her mother is considered a mother to some students regarding providing support and advice or to have emotional support. Helen's mother is fluent in Sepedi and always interacts with black students in their mother tongue. Even at home, Helen and her mother, usually talk about the importance of communication with students in their mother tongue.

With reference to her family in general, and her Christian faith, Helen explained that these causes also had an influence on her views on the university. She acknowledged that she embraces humanitarian values because of her faith and family: *"They [her family members] care for people around them … to have people to come together …"* (3:62 (36388:36619) - D 3: 1-P-F-W-P-2).

Apart from having role models, Helen's next cause (meta code) that influences her views on the role of the university were some personal life experiences. In this regard Helen acknowledged that her experience of living in a foreign country influences her views on the role of the university.

After Helen finished her degree in 2014, she travelled to the Netherlands to work as an *au pair*. She was a helper working for and living as part of a host family. Helen shared the family's responsibility for childcare and receive a monetary allowance for personal use. Helen's desire was to explore a new culture and travel in her off time. She described her experience as follows: *"It was difficult to me to live in the Dutch community and the Dutch culture. They are not necessarily open to new cultures and to meet new people. I experienced that they are very career driven"* (1:63 (18069:18282) - D 1: 1-D-F-W-P-2). During this time, Helen constantly missed the South African culture which she considers values people more and interaction and care for people are important cultural aspects. She really missed these cultural aspects and not finding something similar in the Dutch culture caused her stress. Helen acknowledged that her attitude of being hospitable and open to new cultures are influenced by her experience in the Netherlands. She reflected on her experience and recognized that regardless of the fact that she was living in the Dutch family house, she never felt part of that family and was treated mainly as a contractor and not as a person. She noted: *"I really missed it. Then I realized that the South African people are a lot more hospitable. People truly invite you into their lives more ..."* (1:66 (19018:19245) - D 1: 1-D-F-W-P-2).

Following on her personal experiences, Helen also expressed that participating in community supports experiences as part of her Christian church influenced her views on university. Helen acknowledged her Christian background by describing that she is attending an Afrikaans church (*Nederduitse Gereformeerde Kerk* [Dutch Reformed Church] - Universiteitsoord). As part of her experience there, she went to several outreaches even from when she was at school. She visited Mozambique and Mokopane in the Limpopo province of South Africa to help students in grades 10 and 11 for preparation for their exams. Helen recognized that these experiences helped her to develop an understanding of people's needs and develop an empathetic attitude.

In sum, Helen explained that one main cause of her views on the role of the university were her learning and life experiences. Through her biology studies at school, Helen acknowledged the importance of the ecosystem's sustainability and its continuity and related this with the role of the university in society. With that in mind, Helen understood that it is important to be responsible for her own role in the ecosystems of which she is part.

It also emerged from Helen's explanation that other learning experiences at the university caused her views on the role of this institution. Her architecture studies influenced her to develop her critical thinking, own opinions and thoughts, as well as being encouraged to be reflective and creative. These studies helped her to appreciate critique as part of her experience in the 'desk crits' and being engaged in discussions about her work. During this challenging educational environment, she acknowledges the support of her architectural lecturers which she also appreciated. Similarly, according to Helen, her history studies at university caused her to understand the interactions regarding the world, for example, the relationship among history, architecture, culture and the socio-political context of the times.

Apart from her learning experiences, Helen mentioned life experiences that influenced her views on the role of the university. She acknowledged that her experience of living in a foreign country caused her to value being hospitable and open to new cultures. Consequently, from participating in community support experiences as part of her Christian church, Helen developed an understanding of people's needs. These humanitarian values are present in Helen's views on the role of the university.

Finally, it is worth noting that, according to Helen, the influence of role models also influenced her views on the roles of the university. She explained that her father as lecturer helped her to understand what the university should do; and her mother, family and her Christian faith influenced her to develop as an empathetic person and care for people.

6.2.2 Temmi's causes that explain her views

Temmi's initial cause (meta code) that influenced her views on the role of the university was her understanding that education is the key to success.

Her high school, as an institution, emphasised among students that education is the key to success. From this experience, Temmi relates studying at the university with success in life and being financially stable: *"… for me to live a proper life, I need to go to the university …"* (1:10 (3650:4187) - D 1: 2-D-F-B-P-1).

Alongside Temmi's high school, her schoolteachers played a key role in her understanding that education is the key to success. She described that her teachers organized special functions to encourage final year high school students to study at university. Her teachers invited students from the University of Mpumalanga, the University of Pretoria, the University of Free State or the University of Witwatersrand to share their university experiences and the benefits of attending university. Temmi recalled that these organized activities made her respect university students: *"… so now we started to be motivated to see someone who has a blazer from the university … you started to think: 'you know what; I need to go to the university' …"* (1:17 (5263:5750) - D 1: 2-D-F-B-P-1).

Temmi also explained that another cause (meta code) that influenced her views on the role of the university were the job ads in the media.

Temmi observed that through media announcements employees preferred persons with a university degree to work for them. She understood that a university degree is a requisite to obtain a good job: *"… they [radio announcements] say 'we are looking for someone who are having a degree in this and this, an honours in this and this'. Most of the time the media published posts that start from a degree, maybe a diploma"* (1:14 (4557:4952) - D 1: 2-D-F-B-P-1).

Apart from the employment advertisements in the media, Temmi's next cause (meta code) that influenced her views on the role of the university was the social recognition of people with university education.

Temmi explained that at her church there is social recognition of people with university education. Temmi noted that everyone is recognized at her church but when it deals with complex and challenging problems, her church requests the participation of people with education especially with university education. Considering Temmi's experience, she also understood that educated people are an asset to the community: *"… when church is struggling with the finance, they need people who are educated now"* (1:19 (6550:7072) - D 1: 2-D-F-B-P-1).

Furthermore, Temmi understood through her experience at her church that people with a university education are respected by their community. She referred to Mr. Ochoa, a teacher in her community, and how he was respected: *"… every time when they [the church members] would like to do something, the church says 'Ochoa will do it because he is a teacher, he knows this' …"* (1:18 (5760:6549) - D 1: 2-D-F-B-P-1).

With reference to the social recognition of people with a university education, Temmi commented that her school also had this practice. At Temmi's school, teachers inspired students of grades 10 and 11 to obtain the highest qualifications possible by inviting university students to their classrooms to share their testimonies. From these practices, Temmi perceived that people with a university education are publicly recognized. She commented: *"I saw them [university students] that they looked happy as if they were from out of the country, and the attention that they were giving to those students. I thought, that I need to be one of those students, I need to come back to show them [to her classmates] that I am at the university"* (1:27 (10357:10789) - D 1: 2-D-F-B-P-1).

Alongside the social recognition of people with university education from Temmi's church and her school, Temmi's family, as a collective, also has this practice. After obtaining her degree, Temmi became a good role model for her family members. Temmi commented about her mother's emotional words during her graduation: *"'I am proud of you, you make it…' [Temmi´s mother said] Now, I have the support of my family and even if my sisters do funny things, my mom calls me and asks me to talk to them"* (1:30 (11802:12500) - D 1: 2-D-F-B-P-1).

Temmi's next cause (meta code) that influenced her views on the role of the university was the initial obstacles that she had to face by her family's pessimism.

Temmi commented that after she had finished her final year at high school, she decided not to buy clothes and to save to go to university. Temmi applied to several universities; however, her mother hid the letters with the university replies and refused to support Temmi's educational plans. Temmi's mother understood that she lacked money to afford university expenses. Similarly, it was a tradition of their rural community that women of Temmi's age go to work after high school and get married to a man from their community. Temmi had to face these challenges with patience and endurance; however, she also acknowledged that the lack

of money and family support caused her to pursue more university education. She concluded: *"… those things that hinder my progress shaped me"* (1:25 (9317:9363) - D 1: 2-D-F-B-P-1).

Apart from the obstacles that she had to face, Temmi's final cause (meta code) of her views on the role of the university was the influence of persons who valued university education or who studied at university.

Mr. Ochoa, who had studied at university, influenced Temmi's views on the roles of the university. He was a married man who Temmi met at church when she was 16 years old. This teacher was a youth leader in charge of the church choir. Temmi admired the quality of life of her teacher since he had a car and according to her, a good life in her community. Her teacher had an outstanding influence on Temmi's understanding that by studying at a university people ensure good quality of life. She described his influence as follows: *"… every time that we have a meeting at church, he [Mr. Ochoa] always says: 'you must study at the university after you got your matric. I see a teacher …' Most of the time he repeats it to me, and I ending having that thing in my mind"* (1:26 (9365:9920) - D 1: 2-D-F-B-P-1).

Temmi also appreciated how Mr. Ochoa considered education and related it with Christian values, in contrast to her other church leaders. Temmi explained that in her church most pastors do not talk about education. They overemphasized getting married with a 'white wedding dress', referring to the sexual abstinence of the couple before marriage, however, as with Temmi, many young people in her church do not know how to do that considering many social pressures. On the other hand, Temmi admired how Mr. Ochoa addressed education at church. Through the influence of her teacher, Temmi appreciated that to study at the university is coherent with Christian values: *"… he [Mr Ochoa] said, 'please let's pray for students who are still at school. These students must go to tertiary education; they must come back and help us'. He was talking about education but related it with the Bible …"* (3:52 (29805:31555) - D 3: 2-P-F-B-P-1).

Additionally, Mr. Ochoa intervened in the relationship between Temmi and her mother to convince her mother to support her desire to attend university. Temmi showed Mr. Ochoa her school results and asked him to talk to her mother. After that conversation, her mother understood Temmi's school achievements as well as her possibly having a better future by attending university. Hence, Temmi's mother borrowed money to send her daughter to a

university in Bloemfontein. Temmi expounded: *"... so it was not a debate anymore, everyone understood that I passed because of him [Mr. Ochoa]… I packed the same day and the next day [she left home] …"* (1:23 (8852:9312) - D 1: 2-D-F-B-P-1).

Apart from Temmi's Christian teacher, Temmi's father also valued university education and influenced her views on the roles of the university. Her father worked as a builder of houses for a company in the Eastern Cape. He studied mechanical engineering in a college in Lesotho where he met Temmi's mother, while she was studying in her high school. Temmi and her father spent their holidays together before his sudden death before Temmi completed school.

Temmi had a close and supportive relationship with her father. She explained that every time he came home, before he gave her something, he asked her questions about general knowledge. For example, the name of the Minister of Education in Gauteng. Even from grade nine, Temmi already knew this kind of information. So, every time, she knew that her father was coming, she checked her notebooks and books. Temmi's father influenced her to value education by encouraging her to develop the habit of reading.

Temmi also mentioned that due to her father's influence she developed her capacity to understand, discuss and analyse information. She explained that in her father's car, they did not listen to music but the radio, and then her father asked her questions about what they were talking about. After this initial inquiry, they started a conversation about that topic.

Alongside, her father who valued university education, Temmi's friends who studied at university also influenced her views on the roles of the university. When Temmi finished school, all her friends were older and with a higher educational level than her. One of Temmi's friend was at the University of Johannesburg, other ones at the University of KwaZulu-Natal, the University of South Africa or at the University of Pretoria. Temmi's friends constantly shared their university experiences and encouraged her to attend university. Hence, these friends caused her to appreciate the university educational experience. Temmi expounded: *"... They [Temmi's friends] were always showing me pictures how are they at the university, the lecture rooms, and those activities. I was always checking what is happening in their lives. When they came back, they bought me a backpack that had written UJ [referring to the University of Johannesburg]."* (1:33 (13683:14425) - D 1: 2-D-F-B-P-1).

Finally, referring to the influence of people who valued university education, two main mentors influenced Temmi's views on the role of the university.

Temmi explained that she met an administrator of a Faculty when she was changing her modules during her first-year at the university. This lady asked Temmi why she wanted to do a certain module. Temmi acknowledged that she was uncertain to enrol in that module and wondered if her mathematical skills and passion for teaching would match with the module. Hence, started the first of many conversations that helped Temmi to clarify her vocation. Temmi commented: *"… she told me that when you are free come to see me, and we started to bond ... she encouraged me to do education"* (3:54 (32892:34069) - D 3: 2-P-F-B-P-1).

Alongside of the role of that administrator of a Faculty, Temmi explained the influence of an educational mentor at her residence on her views of the university. Every Sunday at 18:00, at Temmi's residence in the Free State, all students used to go to the dining hall to study. At the end of this time, students could talk individually to their mentor, otherwise the mentor could ask students to come and talk about their university progress. Temmi commented that in her first-year she was failing most of her modules regardless of her enormous effort. This educational mentor helped Temmi to learn how to study. This relationship caused Temmi to experience that university education can be a supportive endeavour.

In sum, it emerged from Temmi's causes that explain her views on the role of the university the strong influence of her personal life experiences outside school or university. Initially she had to face her family's pessimism to support her university studies justified by their lack of money and other social practices to find a job or marry a member of her community after finishing school. This experience caused her to pursue a university education regardless of the lack of money and family support.

It is worth noting the huge influence of her father as a person who valued education. Her father caused her to develop the habit of reading and her capacity to understand, discuss and analyse information. Although he died before Temmi finished her schooling, his influence through his questions about general knowledge or their conversations about the radio programs while driving in the car, strongly influenced Temmi on how the university teaching/learning experience should be.

The influence of persons who studied at university in Temmi's views encouraged her to also want to attend as was the case of Mr. Ochoa. She understood from him that by studying at a university people ensure a good quality of life. Similarly, the relationship of Temmi with her mentors inside the university, an administrator of a Faculty and an educational mentor at her residence, caused her to experience that university education can be a supportive endeavour.

Another main finding that can be drawn from Temmi's causes of her views on the role of the university is the influence of her church, school and later on, her family, as a collective. Temmi explained that all these social institutions give social recognition to people with university education. From them, Temmi understood that people with university education are an asset to the community since they can solve complex and challenging problems. Hence, they are respected by their community. Similarly, Temmi acknowledged that after obtaining a degree, people tend to be good role models for their family members as it was in her case as her mother asks her to give advice to her sisters when they are doing something inappropriate.

6.2.3 Ruvimbo's causes that explain her views

Ruvimbo's initial cause (meta code) that influenced her views on the role of the university was her reflections on the living conditions of her place of origin.

Ruvimbo compared the people's quality of life between Tembisa her township, and its surrounding areas. She recognized that whites buy more groceries than people from her township who are mostly black, and she observed they buy in small baskets. Ruvimbo also perceived differences in the size of the houses, gardens or school infrastructure. Daily, she was confronted with these inequalities in terms of income, quality of life and access to educational services. She explained her observations as follows: *"... when you look their school [referring to the one of the white communities] ... you go back home [to her township] you see, there are rarely enough classrooms, there is no field. It is just a short fence because it is shorter of teachers ... it did not make sense for me"* (1:34 (28340:29370) - D 1: 3-D-F-B-U-2).

Alongside Ruvimbo's reflections on the living conditions of her place of origin, she also reflects about the negative consequences of promoting yourself rather than to promote the community. Ruvimbo blamed Western thinking for displacing the African community

orientated approach with a self-centred way of life. Her reflections caused her to develop a deep concern about the lack of community development having given way to self-centrings.

Alongside her reflections on the conditions of her place of origin, Ruvimbo also reflected on the negative consequences of a hopeless and disintegrated community. In this regard, Ruvimbo described her hometown as disintegrated, oppressive, over populated and aimless: *"... I am from a space where there is no direction! [Ruvimbo looked sad] ... The communities do not have unity, do not work together. The communities are falling apart, the physical structures, the individuals, the cultures of the community ..."* (1:31 (26116:27217) - D 1: 3-D-F-B-U-2). Ruvimbo contrasted the condition of her community to that of the university and value that this institution is structured which allowed it to achieve its goals. Her reflections caused her to value establishing a clear direction and unity in the community.

Ruvimbo's next cause (meta code) that influenced her views on the role of the university was her reflections about herself. Before she enrolled at the university, Ruvimbo had a gap of two years. During this time, she studied radio production, started an internship in a radio and spent time in her township. She was astonished to watch children in the street doing nothing instead of being at school. This time period helped Ruvimbo to clarify her self-identity and life purpose.

Her reflections about herself convinced her to choose her educational career so as to impact people's lives meaningfully. Her decision was based on feeling frustrated with doing nothing to improve the terrible conditions of her community and her recognition that, in order to help herself, she needed to help her community: *"I want to change the world. I realised that when you are a teacher you have more power than to be a president ... because you deal with people from the ground"* (1:37 (30673:31155) - D 1: 3-D-F-B-U-2).

Similarly, Ruvimbo explained that her reflections about herself convinced her to decide to get a university degree, work, but also to develop new capacities in between being a university student. Her reflections caused her to fulfil her vision by obtaining a university degree at the same time as being involved in a range of different activities: *"... I want to get a degree and other things in between. Hence, I am participating in quite a lot of things [referring to extra-curricular activities available at the university]"* (3:50 (34494:34957) - D 3: 3-P-F-B-U-2).

Alongside these decisions, Ruvimbo's reflections about herself also influenced her to reflect on some important lessons about how she can base her life. Her reflections caused her to recognize that living responsibly earns you a good life. In this regard, Ruvimbo compared her life with some classmates from her high school who got pregnant at an early age or were involved in serious problems with the police. As a result, she ended up being thankful for the choices she has made.

Furthermore, Ruvimbo's reflections taught her to be selective in distinguishing between the things she needs and those she does not need. In this regard, she explained a lecturer's advice given to her: "… *He [her lecturer] used to say: 'just take the meat from the bones'. He was talking about the good and the bad. He just says: 'just take the good! take what you need and leave what you do not need' …*" (3:52 (35916:36473) - D 3: 3-P-F-B-U-2).

From her reflections about herself and some lessons about how she can base her life, Ruvimbo learned to practice being selfless in respect of possessions. She appreciated her selfless reasons to pursue an educational career and the positive impact of this decision in affirming her faith in God. In this regard Ruvimbo explained that she feels peace since she decided to become a teacher.

The influence of her mother is the next cause (meta codes) that influenced Ruvimbo's views on the role of the university. It is the case of Ruvimbo, her mother who she admires a lot, set her an educational and professional example. Ruvimbo was raised by her mother as part of a Xhosa family. She did not know her natural father but was positively influenced by her stepfather. Ruvimbo explained that her mother is a primary schoolteacher in a public school, initially in Tembisa and then in the Eastern Cape Province. Her mother taught Ruvimbo and her brother, amongst other things, on how to use a computer. Ruvimbo acknowledged that the good example of her mother caused her to admire the strong leadership of a hard-working teacher. Also related to the influence of Ruvimbo's mother, she acknowledged that her mother' strictness sheltered her from bad influences. This influence caused her to value living responsibly.

Another cause (meta code) that influenced Ruvimbo' views on the role of the university were the training workshops she attended. During her university studies, Ruvimbo decided to enrol in several leadership trainings and conferences as part of pursuing her personal growth. These

workshops helped her to understand the importance of responsible leadership, the need of a cultural tolerance in South Africa and the role of the university with society and the industry.

A further cause (meta code) that influenced Ruvimbo's views on the university is the influence of her role models. I coded two role models for Ruvimbo: Beyoncé and Matsi Modise. Beyoncé is a famous pop star and performer. Ruvimbo watched several videos, documentaries and interviews of Beyoncé. She acknowledged Beyoncé's professionalism and her influence caused Ruvimbo to value that hard work leads people to develop their professional skills. Beyoncé's hard work spirit and her influence caused Ruvimbo to appreciate being a hard-working person: *"… even when I am lazy to study, when I am lazy to get up at the morning. I said: 'what would Beyoncé do? She would get up', and then I get up and I do it"* (3:56 (38414:40407) - D 3: 3-P-F-B-U-2).

Similarly, Ruvimbo is inspired by Beyoncé's positive influence in people's lives. Ruvimbo observed that some of her friends adopted good habits by watching Beyoncé's videos and documentaries. Ruvimbo described one specific friend's changes in her appearance, confidence to relate with others, hard work attitude and goal orientated life by the influence of the pop star: *"She [Ruvimbo's friend] was a very nerdy person … she had a weird style ... when we went to year seven, she changed to new clothes. She came with that confidence [from Beyoncé]… since then, she studied medicine ... she has being in the top ten from day one …"* (3:56 (38414:40407) - D 3: 3-P-F-B-U-2).

Matsi Modise is the other role model for Ruvimbo's. Ms. Modise is a successful business entrepreneur who Ruvimbo met in 2016 when the aforementioned was a manager of an organization that worked for the South African government. Ms. Modise helps entrepreneurs and have had meetings with Ruvimbo once every three months to share her experience. In one case, Ms. Modise paid Ruvimbo's rent and groceries. Ruvimbo described their relationship as follows: *"… usually I just observe of what she does and when we meet, I tell her about things that I am doing. Then we just have like a conversation ... it is more like a life in general …"* (3:55 (36759:38410) - D 3: 3-P-F-B-U-2). The influence of Ms. Modise caused Ruvimbo to value receiving advice and support from a person with experience.

Ruvimbo's omnipresent fear of being poor and broke is the final cause (meta code) that influenced her views on the role of the university. Ruvimbo acknowledged her fears of being poor time and again and her fear of returning to that poverty especially after having seen this regression in some community members in Tembisa: *"... I have seen people who kind of make it and then they all relax ... but they even make it, they were just there, so how, they regressed ..."* (3:58 (41189:41476) - D 3: 3-P-F-B-U-2).

Referring to Ruvimbo's fears, I coded two of her decisions (themes) to avoid being broke and poor. Ruvimbo's first decision was to plan for and work on her future to increase her wellbeing. In this regard, her fears caused her to appreciate what she has and to value the importance of planning to meet needs and accomplish goals. She expounded her decision as follows: *"... you realize that if you want to have an apple for today and an apple for the next time. You need to plant an apple tree"* (3:57 (40411:41185) - D 3: 3-P-F-B-U-2).

Ruvimbo's economic fears also encouraged her to enrol in different modules and activities at the university. She studied history, geography and business, and participated in several extra-curricular activities at the university. Ruvimbo acknowledged that her fears caused her to seek personal growth by being involved in experiences and developing different skills: *"They [her modules and activities] are like bricks. If I would like to build up a mansion, I need a million bricks to build it. That's why I need all these experiences and skills because I feel myself grow ..."* (3:60 (42045:43794) - D 3: 3-P-F-B-U-2). Ruvimbo explained that her fears caused her to understand each experience as preparation for future challenges. She reflects: *"... if you are working with eleven people, and then you want to have an empire, how are you going to react when you are going to deal with a similar situation with 100 people! ..."* (3:60 (42045:43794) - D 3: 3-P-F-B-U-2).

Courageously another Ruvimbo's decision to face her fear of being broke was to establish ambitious goals. Her fears caused her to value establishing ambitious goals to prevent being caught wanting. She concluded: *"... that's why if I am extremely rich [by establishing ambitious goals], in the worse scenario, I will be normal ..."* (3:59 (41478:42041) - D 3: 3-P-F-B-U-2).

In sum, Ruvimbo explained that one main cause of her views on the role of the university was her reflections on the living conditions of her place of origin. Her reflections on Tembisa caused her to develop concern about inequalities in terms of income, quality of life and access to educational services, the lack of community development, and on the negative consequences of a hopeless and disintegrated community. Her reflections caused her to value the university's structure to achieve goals and establish a clear direction and unity in the community.

A part of her reflections on the living conditions of her place of origin, Ruvimbo also reflected about herself. These reflections convinced her to choose her educational career to impact people's lives meaningfully, especially her community. She also decided to not only get a university degree, work, but also to develop new capacities in being a university student to pursue her personal growth. Similarly, Ruvimbo reflected on some important lessons about how she can base her life on. It is worth noting that her reflections about herself caused her to recognise that living responsibly could earn one what she described as a good life, which practices being selfless in respect of possessions and affirm her faith in God.

It also emerged that another Ruvimbo's cause of her views on the role of the university was her mother. She acknowledged the educational and professional example of her mother that caused her to admire the strong leadership of a hard-working teacher. Furthermore, her strictness, sheltered her from bad influences caused her to value living responsibly.

Another finding that can be drawn from Ruvimbo's causes of her views on the role of the university was the training workshops she attended. These workshops caused her to develop different capacities as a university student.

It is worth noting also the huge influence of her role models. The influence of Beyoncé caused Ruvimbo to value that hard work leads people to develop their professional skills, to appreciate being a hard-working person and to aspire to positively influence people's lives. Alongside, the relationship with her other role model Ms. Modise caused Ruvimbo to value receiving advice and support from a person with experience.

Finally, apart from the influence of her role models, Ruvimbo mentioned that her fear of being poor and broke influenced her views on the role of the university. Ruvimbo decided to plan for and work on her future in order to increase her wellbeing to face this fear. She also recognized

that her fears caused her to seek her personal growth by being involved in experiences and developing skills. She understood each experience as preparation for future challenges. Ruvimbo also established ambitious goals to face her fear of being broke and poor again. She valued establishing ambiguous goals to prevent being caught wanting.

6.2.4 Katie's causes that explain her views

Katie's initial cause (meta code) that influenced her views on the role of the university was her clear sense of vocation to be a teacher.

Katie explained that she has had a passionate vocation to be a teacher during her whole life. Her vocation was so strong that she did not consider taking a gap year after completing her high school. An experience that influenced her to clarify her vocation to become a teacher was doing public speaking. Katie participated in public speaking contests inside and outside her school from a very young age. As part of two debate teams, Katie extensively travelled around South Africa. Katie acknowledged that this experience caused her to develop self-confidence to interact with people.

Alongside doing public speaking, her experience on being a volunteer teacher at schools helped her to clarify her vocation. Katie developed a love of learning things and sharing them with others from this experience: *"… the things that I enjoy: interacting with people, being extroverted, lead me to becoming a teacher ... I know that I want to be a teacher"* (1:43 (18391:19054) - D 1: 4-D-F-W-U-2).

Katie's next cause (meta code) that influenced her views on the role of the university was having a good school background. She explained that her high school was a prestigious educational institution. She obtained her matric and passed her examinations with high marks. Katie considered that the good education received at her school allowed her to be critical on the education received at university: *"… I am educated … I am very confident that I will graduate. The fact that I will get this degree at the end allows me to be critical to the whole breakthrough. The fact that I had had all these things [good school background] allows me to disregard them [referring to the services that the university should provide] …"* (1:35 (14024:14463) - D 1: 4-D-F-W-U-2).

Apart from her good school background, Katie's next cause (meta code) that influenced her views on the university was her family influence, more specifically the role played by her father. She described her father as a self-sufficient, alternative and an anti-system person with an aversion to a consumerist way of life. Her father is a critical person, excited about learning new things and generous with people. Since 1999, Katie's father became minimalistic, sold his car to ride his bicycle and replaced his running shoes by ones made by himself with strips of leather running ultra-marathons with them: *"... he [about Katie's father] said: 'why do you want to invest money in buying a t-shirt! Let's go home and sew a t-shirt' ... 'why do you buy an iPad?' give people money, then they can go to a nice school and get a better job'. He is against this conventional type of life and has brought me up to question it [referring to the consumerist system]"* (1:40 (16507:17499) - D 1: 4-D-F-W-U-2).

Katie described a family conversation with her parents about an essay on 'the relationship between the communist party and the ANC[7]': *"... my mom was talking about an interrelational diagram ... my dad said, 'yes, you can also think about the life cycle of an insect'. 'How can you relate the ANC with an insect?' [Katie asked him] he showed me and it fits very well. So my dad is really good in looking the bigger picture ..."* (4:8 (3586:5190) - D 4: 4-P-F-W-U-2). The influence of her father caused Katie to value information and to be critical about it.

Apart from her father, Katie's mother also influenced her. Her mother worked in the marketing area of a massive organization that covered Africa, the Caribbean and the Middle East. She travelled and trained people on how to sell coffee, and whisky, among other products. Katie explained that the influence of her mother's job caused her to reject materialistic or money driven organizations, as it could happen with the university: *"... I have seen it perpetuated in how the university is teaching people. It is just following money! It is just to buy stuff and then go to work and then buy more stuff, then I make money and go do it all again. I saw it in my mother's job [Katie concluded] ..."* (1:39 (15657:16503) - D 1: 4-D-F-W-U-2). Her mother's influence caused Katie to appreciate information and the strategic use thereof.

Alongside Katie's parents influence, her grandparents also inspired her views on the university. Her grandparents from her father's side were very active society people and encouraged Katie to experience things to learn as much as she can. Katie is very close to them and this

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[7] The African National Congress (ANC) is the Republic of South Africa's governing political party.

relationship caused her to value the pursuit of learning: *"[her grandparents told her …] you know: 'do not just sit at home, do as much as you can'. My grandparents are currently cycling through France …"* (4:8 (3586:5190) - D 4: 4-P-F-W-U-2).

Finally, Katie's sister also influenced her views on the role of the university. Katie's younger sister is vegetarian, environmentally driven, political, scientific and a musical lover. Katie's sister researched musicals extensively and from this family relationship, Katie acknowledged that her sister influenced her to value obtaining knowledge by doing research.

Katie also explained that her school history teacher was another cause (meta code) that influenced her views on the university. Katie remembered that her teacher wisely managed a balance of the requirements to approve the matric exam and the deep analysis of the historical information: *"She [her history teacher] said: 'this is important because at the matric exam, I will mark you like this … then you put it aside and we are going to focus in the actual information` … she made me see history like a hundred years in a way that I have never even consider it or even thought that it existed. She was trying to impart key concepts and do heavy discussion basis"* (4:28 (23917:24662) - D 4: 4-P-F-W-U-2). The influence of this teacher caused Katie to appreciate the balance between the formal school requirements and the development of formative values and skills in students.

Similarly, Katie's school history teacher influenced her in developing critical skills. Katie explained that her teacher influenced her to value the development of critical analysis of sources and even of being self-critical as a student: *"… it [history] opens up all the things that I was trying to elude here: discussion areas, the space of learning … how do I can interpret sources or how do I can do it without biases. I think that it is a remarkable asset …"* (4:24 (21466:22298) - D 4: 4-P-F-W-U-2).

The last cause (meta code) that influenced Katie's views on the university were some personal life experiences. During her studies, Katie had to move from a residence inside the university campus to a public accommodation. She remembered that her new place was an unsafe and unpleasant environment to study. Katie expounded the impact of her experience as follows: *"… it changed the way that I will interact with students ... I think that I will have more compassion with students that are coming from different spaces ... I should not be so harsh because you cannot apply the same things [to require that students produce a high quality of*

work] if you are living in an unhappy environment ..." (4:25 - D 4: 4-P-F-W-U-2). Her experience of living outside a student residence helped Katie to recognize the impact of a suitable learning environment on study success as well as to be more sensitive and aware of students' learning environments.

Alongside her experience of living outside of a student residence, Katie's personal experience of doing her practice teaching also influenced her views on the university. She enjoyed doing her practice teaching, for this reason, as part of her views of the university, she preferred putting knowledge in practice rather than doing mainly academic work.

In sum, it emerged from Katie's causes that explain her views on the role of the university her family influence, especially her parents were influential. Katie explained that her father, as opposed to the consumerist system, caused her to value information and to be critical about it. On the other hand, the influence of her mother's job, as a marketing manager, caused Katie to reject materialistic or money driven organizations as well as to appreciate information and the strategic use thereof.

It is also worth noting the influence of Katie's personal life experiences outside school or university. Katie acknowledged experiences that helped her to have a clear vocation to be a teacher such as doing public speaking and being a volunteer teacher at schools caused her to develop self-confidence to interact with people as well as a love of learning and sharing things with others.

Another main finding that can be drawn from Katie's causes of her views on the role of the university was the influence of her experiences at university. Katie explained that by her unpleasant experience on living outside of a student residence she recognized the impact of a suitable learning environment on study success. Katie also recognized that doing her practice teaching caused her to prefer putting knowledge in practice rather than doing mainly academic work.

Apart from her experiences at university, Katie mentioned that her school history teacher also influenced her views. She acknowledged that this influence caused her to appreciate the balance between the formal school requirements and the development of formative values and skills in students such as critical analysis of sources and even of being self-critical as a student.

Finally, it is worth noting that, according to Katie, the influence of her school as an institution also influenced her. She explained that her good school background allows her to be critical on the education received at the university and help her recognize the assets and contradictions of the university.

6.2.5 Amber's causes that explain her views

Amber's initial cause (meta code) on her views on the role of the university was the influence of her Christian home school tutor.

Amber met her tutor in her last year at high school during her preparation for her exams from whom she received academic and emotional support. Amber explained their conversations on how to use knowledge in a practical way: *"… from [her tutor's support] is where I got my sense that my knowledge should be connecting to practical things in life; otherwise, I do not see the point of learning it"* (1:19 (9097:9485) - D 1: 5-D-F-W-U-2). The influence of her tutor caused Amber to connect the knowledge learned with a practical use.

The next cause (meta code) that influenced Amber in her views on university was her father. He studied education at a University in Bloemfontein. At home, she constantly listened to her father's memories on when he was a student. In their conversations, Amber and her father recognized some changes in the educational methods, however, both agreed that certain values should stay the same. Amber recognized that this relationship caused her to develop some expectations about what the university should do.

In addition to the influence of her father, Amber's experience of a student protest (meta code) influenced her views on the university. Amber explained that because of the #Fees Must Fall student protest, she started university feeling unsafe on campus. She even stopped attending classes and stayed at home because the campus was closed due to security measures. During this protest, she felt very perturbed to witness student violence inside the campus. This experience caused her to understand that a role of the university is to provide physical security to students. From this experience, Amber valued the importance of having a safe environment suitable for learning: *"… students have been throwing petrol bombs … terrorising students …*

it was the SRC⁸ elections, students were breaking down the fences around the voting process, throwing rocks. The campus security was trying to contain them. They were shouted! ... [this insecure environment] affects in your confidence because you are afraid that something may happen to you ..." (1:21 (9489:10871) - D 1: 5-D-F-W-U-2).

Amber also explained that another cause (meta code) that influenced her views on the university was doing home schooling. She started doing home schooling from when she was five years old. Her parents are Christian missionaries and moved frequently without being really settled in a place. The public schools around the areas where Amber's family provisionally stayed, had low educational quality, hence, her parents decided to enrol Amber in a home-schooling program.

Amber acknowledged some personal lessons from her home-schooling experience. She learned to handle social pressure from her peers well, to feel good about herself and to appreciate people's differences: *"... we [students who are doing home schooling] tend to do thing that are not the society norms. So when everyone is wearing this hairstyle, you do not see the need of doing that ... each one of us is different"* (1:22 (10875:11680) - D 1: 5-D-F-W-U-2).

The next cause (meta code) that influenced Amber on her views of university were her social experiences as university student. As part of her student leadership position at university, Amber met people outside her Faculty. This experience caused her to value networking among university students as a personal support and as a resource for increasing future job opportunities. She expounded her reflexions as follows: *"... I realize that you can really build up a circle of people that in one day you will work with, relationships, you can help one another ..."* (3:17 (15493:15793) - D 3: 5-P-F-W-U-2).

Alongside her social experiences as a university student, Amber mentioned an interpersonal crisis with a friend at the university that influenced her. This crisis caused her to reflect on the importance of having a healthy self-image as a student. She described her experience as follows: *"... I have been gone through a couple of crises ... friend disappointments. I learnt to be well with who you are [as a person]. I learnt that people are going to stay with you for a*

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⁸ The Student Representative Council (SRC) is the highest student governance structure at the University of Pretoria.

season, short or long ... to know that what other people do to you is not who you are. Just because they betray me, it does not mean that I am unworthy to having friendships, or a failure in being with people. It just means that they have issues ..." (3:19 (16309:16941) - D 3: 5-P-F-W-U-2).

Finally, Amber acknowledged her Christian faith as a cause (meta code) that influenced her views on the university. Amber believed that God called her to be a teacher. Hence, she decided to be a good steward of the educational resources and opportunities that she received. Amber explained that based on her faith, she demanded from the university to receive good educational support to learn and to be well prepared for her professional career. She explained it: *"I think that the Lord expect from you to live your life in the most honourable way you can do it ... when something is not well done, when someone is not doing its job that it is supposed to do, it is not glorifying him ..."* (1:27 (15123:16406) - D 1: 5-D-F-W-U-2).

In sum, it emerged from Amber's causes that explain her views on the role of the university the strong influence of her father who studied education at the university. This influence caused her to develop some expectations about what the university should do.

It is also worth noting the influence of Amber's educational experiences at school in her views. Her learnings from her experience on doing home schooling caused her to value self-identity and to appreciate the differences among people.

On the other hand, her educational experiences as a university student also influenced her views on the university. Living during a student protest caused her to understand that a role of the university is to provide physical security to students, hence a safe environment suitable for learning was considered important.

Apart from her experience of a student protest, Amber also explained social experiences as a university student. Her experience of meeting people outside her Faculty caused her to value networking among university students as a personal support group. Similarly, her interpersonal crisis with a friend at the university caused her to reflect on the importance of having a healthy self-image as a student.

Another main finding that can be drawn from Amber's causes of her views on the role of the university was the influence of her home school tutor. Amber explained that the academic and emotional support of her tutor caused her to connect the knowledge learned with a practical use.

Finally, it is worth nothing that the influence of Amber's Christian faith in her views on the university. Amber acknowledged that her faith, considering her Lord's calling to be a teacher, caused her to request good educational support to learn and to be well prepared for her future professional career.

6.3 Conclusion

The analysis of these findings leads to the conclusion that the family, specifically parents as individuals is a strong cause of the students' views on the role of the university. A father, for example, through his role as a lecturer, a teacher, a lover of education or an anti-consumerism supporter influenced the views of university. The student teachers stressed that a father's influence caused them to understand what the university should do, to value information and be critical about it.

Besides fathers, mothers also influenced the views of the student teachers on the university. The role of a mother was recounted as a house guardian[9] of a student residence, a marketing manager of a corporation or a teacher. It emerged from the participants' explanations that the influence of a mother caused them to develop an empathic attitude for people, appreciate information and the strategic use thereof, and to admire the strong leadership of a hard-working teacher.

Another promising aspect that emerged from the student teachers' explanations is that personal life experiences outside school or university had a strong influence on their views. The participants referred to experiences as living in a foreign country, participating in community support experiences as a volunteer teacher or living outside of a student residence. These experiences caused students to value being hospitable to new cultures, to develop a love of learning things and to recognize the impact of a suitable learning environment on study success.

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[9] Such a person oversees a student residence.

Furthermore, the findings of this chapter support the notion that educational experiences inside schools were another cause of the views on the university. The student teachers of this study affirmed that studying a school course or having a specific educational background, as doing home schooling influenced their views. As an illustration, it was explained that biology studies at school caused Helen to acknowledge the importance of the ecosystem's sustainability and its continuity. Similarly, doing home schooling caused Amber to value self-identity and the differences among people.

Together with the influence of educational experiences at school, similar ones inside the university seemed to be important. A student teacher, Helen was of the opinion that a university module such as architecture helped her develop self-critical thinking, being reflective and creative. Similarly, history studies at the university caused Helen to also understand what is happening in the world. In the case of Katie, doing a practice teaching or experiencing a student protest influenced her views on the university.

It also emerged from the student teachers' explanation the individual influence of a teacher at school. It was the case of a school history teacher who influenced Katie to value the development of critical analysis of sources and even of being self-critical as a student. Similarly, Amber's Christian home school tutor had an enormous influence on her.

Apart from the influence of a teacher at school, the individual influence of a mentor inside or outside the university was considered important. To illustrate, Temmi mentioned that Mr. Ochoa, a teacher in her community caused her to understand that by studying at a university people ensure a good quality of life. Similarly, also in Temmi's case, the influence of persons who valued university education such as an administrator of a Faculty and an educational mentor at a residence allowed her to experience that university education can be a supportive endeavour. It was also relevant to acknowledge the individual influence of role models outside the university such as Beyoncé and Ms. Modise, in the case of Ruvimbo.

I also perceived the practice of personal self-reflection as a cause that explains the views on the role of the university. Ruvimbo explained that her reflections on the living conditions of her place of origin, specifically about the inequalities in terms of income, quality of life and access to educational services, as well as the negative consequences of promoting yourself rather than to promote the community influenced her views on the university. Similarly, her reflections about herself were conducive to making important decisions in her life. This is an interpretation as part of my paradigmatic and theoretical position. Nonetheless, I do accept other possible interpretations based on the same data.

This second level of analysis attempted to understand the causes that explain the views of the student teachers on the role of the university. In chapter 7, I will deal with the analysis and discussion of the findings of the two levels of analysis related to both research questions.

CHAPTER 7: ANALYSIS AND DISCUSSION OF STUDENT TEACHERS VIEWS AND THEIR CAUSES

7.1 Introduction

Chapters 5 and 6 were based on the analysis of the data generated by this study, which focused on the views of student teachers on the role of the university. As explained previously, I chose to do the analysis of my findings on two levels considering my two research questions. In this regard, chapter 5 dealt specifically with the first level of analysis which was to analyse the data base on my first research question, which is: 'what are the views of student teachers of the University of Pretoria on the roles of the university?' In chapter 6, I did the second level of analysis which deals with my second research question, which is: 'how and why did these views emerge?'

This chapter will therefore deal with a discussion of the findings from the previous two chapters. In this regard, I follow Creswell (2016) who affirms that there are multiple ways to conclude a qualitative case study, in other words, there is no standard format for concluding (discussing) a research project such as this one. Since I had two levels of analysis, I decided to initially discuss the findings of my first research question in section 7.2. Later, in section 7.3, I will synthesise the two sets of findings from the two research questions and bring them in conversation with each other to obtain an authentic understanding of my data so as to propose an answer to the two research questions asked. In the process, I will establish the similarities and differences between my findings and the literature and propose possible theoretical and philosophical explanations for instances of divergence and adherence.

7.2 Discussion of findings related to the first research question

As explained in chapter 4, the fourth phase of the analysis of the findings related to my first research question was 'proposing major themes to discuss among the thematic categories previously classified'. This process of data reduction is aligned to the conventional content analysis stated by Hsieh and Shannon (2005), explained in chapter 4. I recognize that the roles of the university stated by the student teachers that have been identified as the major themes for discussion relate directly or indirectly to each other.

The views of the student teachers in this study are aligned to Barnett's ideas (2013) on imagining possibilities and identifying feasible utopias of universities (Barnett, 2015) that might be realized, at least in part. The views of the student teachers demonstrate an approach of engagement, optimism and social agency in imagining a future for higher education. This approach concurs with Barnett (2017) on the assumption that universities still have freedom and have not lost their autonomy regardless of the predominance of the entrepreneurial university.

The social philosophy of higher education (Bengtsen, 2018) explores the being of the university. The themes identified in this study from the views of the student teachers on the role of the university are aligned with Barnett's attempt to think and rethink the university. For Barnett (2015), the university is not what it might be or what it should be as we proceed into the 21th century. Hence, Barnett tries to identify new possibilities for a new kind of university; in other words, a new kind of university becoming. Barnett's approach is based on a social philosophy of hope (Barnett, 2015), and an emphasis on understanding a new kind of university, which is an institution with a new sense of what constitutes academic practices. In this regard Barnett stands for strengthening the main values of the university such as liberty (freedom), reason, concern, authenticity, understanding, and even emancipation. It is clear that these aspects are present in the major themes identified as part of this study and therefore also in the views expressed by the student teachers. In the following section, I am going to discuss the set, emerging and embryonic views of the student teachers on the role of the university. This will be done considering the literature review and the theoretical framework as contained in the work done on the social philosophy of higher education by Ronald Barnett (Barnett, 2011; Barnett, 2013; Barnett, 2016; Barnett, 2018).

7.2.1 To value and develop students as persons

There are three set views of the student teachers on the role of the university. One of the main findings of this study, as part of the set views of the student teachers, the university has a role to value and develop the human aspect of the students. Specifically, the student teachers of this study referred to that as a role of the university to develop students as human beings, valuing their individuality, culture and capacities.

This finding is in line with previous studies that affirm that, from its origins during the Middle Ages, the university's role was to seek the personal development of its students (expressed in mastering adherence to moral values) rather than merely a degree qualification (Niblett, 1975). Even during the Renaissance, the passion for personal development in Europe from the 14th until the 16th century was enhanced by Humanism (Grendler, 2004). Similarly, Bengtsen and Barnett (2017) reinforce a more humanistic view of the nature of a university in a contemporary context.

The literature reviewed also recognized that by the first half of the 19th century and especially during the 20th century, the university turned to emphasise practicality, functionality and scientific objectivity related to industrial purposes following the North American and European models which were more open, entrepreneurial and connected to the wider society (Smith & Webster, 1997c). According to Shore (1992), from this time, the university left the importance of reflection, contemplation and mature re-evaluation of ideas. However, even from the 19th century, there was always a remnant side of universities that preserved its previous intellectual and non-technical character of teaching/learning. It was the case of individuals and groups inside English, German and Spanish universities with Hegel, Unamuno, Goethe, Schleiermacher, Kierkegaard and Ortega (Niblett, 1975).

Hence, the set view of the student teachers to value and develop the human aspect of the students as a role of the university concurs with the literature consulted. For example, it resonates with Lategan (2009) who states that a new social role of the university is to foster the personal development of its students, especially in South Africa. This finding also agrees with the motivation of the students to develop their humanity prior to World War II (Trow, 2007), in contrast to the emphasis of education for work after that war. Similarly, Karabel (2005) supports the idea that university education should shape the character of the students.

The set view of the student teachers on the role of the university to value and develop the human aspect of its students also concurs with the position against understanding education as a commodity, as part of the marketization process of the university (Brock-Utne, 2000; Hussey & Smith, 2010). In this sense, the student teachers of this study challenged the implications of considering education as an efficient investment (Samoff, 1999) or students as customers (Smith & Webster, 1997a), as part of the Human Capital economic development perspective, in accordance with Neoliberalism (Tomasevski, 2003). This view of the student teachers on

the role of the university rebuts the claim that the university should be mainly part of an efficient investment that promotes education as a mechanical process which often negatively affects learning or personal development (Samoff, 1999), or being a passive technical provider of education.

Finally, the set view of the student teachers on the role of the university to value and develop students as people resonates with Barnett's "pedagogy of air" (2007, 1). In this regard, Barnett argues that, in a supercomplex world, the contemporary university should foster courage in the learners. This pedagogy of air opens up spaces for students to learn amid uncertainty, and in the process it enables students to develop their own voice in response to the uncertainties of an unpredictable, contentious and challenging world (Barnett, 2000a). In other words, it promotes a new mode of being (Barnett & Coate, 2005), of humanness, exactly what the student teachers of this study affirmed. For this reason, Barnett (2000a) argues that a post-modern university that interacts with a supercomplex world, needs to prioritise ontological aspects (aspects related to 'being') over epistemological ones (aspects related to 'knowledge'). Barnett (2000a) claims that a view of students as human beings must be at the core of all pedagogies, considering that knowledge is a public good and not uniquely related to the university (Barnett, 2000b). However, Barnett (2017) as part of his social philosophy of higher education, also recognizes that for a university to foster the development of human beings requires some forms of institutional and pedagogical actions that contrast with the values related to capital and profit. Hence, this set view is aligned with Barnett's claim of a role of the university that prioritizes human aspects ('being') rather than 'knowing'.

7.2.2 To develop the social skills of students

Another set view of the student teachers on the role of the university is that the university has a role to develop the social skills of students. Specifically, the student teachers in this study stated that the university should contribute towards developing empathy, emotional and social skills in the students, which should contribute to understanding and interaction among people of different cultures.

The student teachers in the study concurred that a significant role of the university is to provide students with social skills. Among the participants, Helen best explained this view through the idea of a 'social degree'. I found that in the reviewed literature much attention is paid to the

traditional roles of the university, namely teaching/learning and research (Lategan, 2009). Even though these have been the roles of the university since its origin, and continued to be so during the Renaissance and beyond (Grendler, 2004), this study claims that the recognition of an important role of the university, namely to develop empathy, emotional and social skills, has been neglected.

The development of the social skills of students as a role of the university concurs with the notion held since universities first emerged that the nature of the university is that it is an academic educational organization that fosters relationships and a sense of community and cohesion between teachers and students, and between students and their classmates. The literature consulted affirms that the association of teachers and students into an academic community specializing in higher education was called *universitas* (Dunbabin, 1999; Lewis & Short, 1966), especially after the 15th century. The *universitas* became a community that acted as a body (Grendler, 2004). Hence, the reality of the interaction between teachers and students and between students and their classmates is part of the nature of the university based on its origin as a community of learners (Dunbabin, 1999). Those ancient universities provided great opportunities to interact with peers of the same age, interests and foreign conditions (Grendler, 2004), as well as to strengthen a sense of social cohesion around classes, teachers and the university as a whole. This context provided an opportunity to be in contact with different people from different backgrounds and created the need to learn how to relate with each other, as is the case in the present day. The view of the student teachers in this study is aligned to this historical reference, and claims that to develop empathy, emotional and social skills is part of the so-called 'social degree' that the university should foster in students to contribute to the understanding and interaction among people from different cultures, especially in South Africa.

The view of the student teachers on the role of the university to provide social skills is aligned to the supercomplex pedagogy as part of the social philosophy of higher education. As part of being a student Barnett (2000a; 2007) affirms that, in the current age of uncertainty, being a student requires a willingness to enter otherness, develop new understandings and find a new position in the world. Hence, the social aptitudes and skills such as to develop empathy, cultural and racial tolerance, expressed in the drawings and photographs of this study, concurs with Barnett's emphasis of 'being' as part of a post-modern university.

Finally, this set view of the student teachers on the role of the university resonates with the impact of the development of the social skills of students in other roles of the university, such as teaching/learning or doing research. It is recognized that the quality of the relationships among members of the university community, especially between students and scholars, directly affects the production of high quality and highly creative research (Calhoun, 2006). In this regard, the result of this study concurs with the reviewed literature, which indicates that the formation of these intellectual communities as well as their healthy social interaction is a distinctive part of what it means to be a university.

7.2.3 To provide a practical, experiential and relevant education

The next set view of the student teachers on the role of the university that the study identified is that the university has a role to provide a practical, experiential and relevant education related to what is happening in the world. This finding contributes to a clearer understanding of the views of the student teachers regarding what the teaching/learning process at the university should be. This set view of the student teachers on the role of the university is in line with the statement by Ajayi (1996) that there are three universal roles of the university in modern Africa: the acquisition, the transmission, and the application of knowledge. As does Ajayi, the findings of this study emphasise the practical application of the knowledge obtained.

This finding relates to the demand of the social middle class from the beginning of the 18th century to seek a more objective and detached view of the world, free of prejudgements, superstitions and personal or institutional interests of the monarchy, nobility and clergy (Côté & Allahar, 2011) of the time. However, the literature consulted also recognized that even until the 19th century, universities remained conservative institutions isolated from society by the strong influence of religious institutions that provided a curriculum based on classic fields, such as pure mathematics, philosophy and theology that produced clerics, lawyers, philosophers and occasionally scholars and doctors (Niblett, 1975). In contrast to those conservative universities that attempted to respond to society by providing the kind of professionals it required, the student teachers who participated in this study demand a more practical, experiential and relevant education from the university.

This set view of the student teachers on the role of the university to provide an education related to what is happening in the world can be historically tracked in the literature consulted. Just after the first half of the 19th century cities and transport facilities grew and factories were built, causing social and production changes that impacted the universities. The spread of industrialization demanded the application of science and the discoveries of technical accomplishments. The external environment became urban and the social climate secular. In this regard, for example, the universities from Germany and the United States of America - motivated to develop an own identity free from British influence- applied scientific methods to improve industry directly in service of a technological society (Niblett, 1975). Hence, the English model of a university (elitist, residential and isolated) gave way to a more North American and European model which was more open, entrepreneurial and connected to the wider society (Smith & Webster, 1997c), which is exactly the view of the student teachers of this study.

The relationship between the universities to what is happening in the world continued during the 20th century. Universities started to be service institutions going in the direction society wanted. Hence, universities emphasised practicality, functionality and scientific objectivity related to industrial purposes. As described in the literature consulted, universities needed to tailor education to the labour market, the constant progress of knowledge and technology, and the existence of new service providers as specialized research organizations.

The student teachers of this study claim that the education provided by the university should be relevant and related to what is happening in the world. This view of the role of the university is contrary to what Lategan (2009) describes as the Ivory Tower idea of the university, which sees the university as self-governed and isolated from its community, where academic freedom is maintained at any cost.

Similarly, the set view of the student teachers on the role of the university to provide a practical, experiential and relevant education concurs with the practical implications of the concept of 'critical thinking' proposed by Barnett (1997). As part of his social philosophy of higher education, Barnett (1997; 2015) advocates critical thinking that embraces students' 'power of critical action' and ultimately their "critical being" (Barnett, 1997, 1). Barnett (1997) argues for broadening the idea of critical thinking that is held by many Western universities and which has profound negative implications for curricula and for teaching. In this regard, Barnett

affirms that a critical person can engage critically with the world, with themselves and with knowledge. In this regard, Barnett claims, as do the student teachers of this study, that there is a need for a more comprehensive concept of critical thinking as part of the academic role of the university in providing a practical, experiential and relevant education.

Furthermore, the view of the student teachers on the role of the university to provide a practical, experiential and relevant education relates to the core of Barnett's social philosophy of higher education, namely, to provide a relevant pedagogy that allows students to be part of a supercomplex world. Barnett (2000c) claims that a supercomplex pedagogy should consider two main aspects: (1) to understand a change in the nature of knowledge and hence, in the nature of the university; and (2) to foster a relevant pedagogy related to what is happening in the world. In relation to the first aspect, Barnett states that the nature of knowledge as truth, secure within its metaphysical sense of arrival, has been changed by the emergence of numerous and contradicted frameworks in the world. This change requires of the university to engage with and negotiate knowledge as part of a continuing and messy process of inquiry where even the rules of the knowing game must be renegotiated. Universities are no longer the only preserver of knowledge. Hence, the university needs to develop a new epistemology conscious of its own insecurities and open to including a practical and experiential education in contrast to a more intellectual kind of knowledge. In this contemporary era, knowledge tends to be a public good, accessible to many through ways other than the university and with the capacity to be rapidly outdated.

With regard to the second aspect of the supercomplex pedagogy, Barnett (2000c) states that a practical, relevant, experiential and engaging pedagogy needs to be fostered. Similar to what was stated by the student teachers who participated in this study, Barnett (2000a) states that a relevant pedagogy should be communicative, engaging, open, free, disturbed, and provocative. In other words, this suggests a pedagogy that allows students to be part of a supercomplex world and be able to handle conflicting ideas, perspectives and uncertain situations. Through offering a more practical, experiential and relevant education, the university encourages students to develop their own voices and their own 'being'.

In conclusion of the discussion of these three set views of the student teachers on the role of the university, what is perhaps most striking is that the role of the university to provide a degree is absent. The literature consulted is challenged to a certain extent in so far as the student teachers who participated in this study seemingly do not consider the main role of the university as providing a degree, nor do they view this as the main reason for students to attend university as other studies affirm (Lamanauskas *et al.*, 2012; Tinto, 2017). From the results of this study, much attention should be given to the teaching/learning approach the university should follow. According to the student teachers of this study, the teaching/learning approach should be such that it develops students as a human beings or in their personhood dimension; it should develop their social skills that contribute to understanding and interaction among people from different cultures; and should be practical, experiential and relevant to what is happening in the world. I will now proceed to discuss the emerging views of the student teachers on the role of the university.

7.2.4 To teach holistically

The study also identified eight emerging views of the student teachers on the role of the university. The first major theme is that the university has a role to teach holistically. According to the student teachers who participated in this study, teaching/learning should cover intellectual, social, emotional and physical aspects, and include learning opportunities to allow students to explore their interests other than academic or outside of the students' subjects.

This view of the student teachers is clearly aligned to the literature that was consulted. In this regard, the literature states that teaching/learning is the main role of the university, even as early as the Middle Ages (Dunbabin, 1999; Grant, 2006; Yang, 2013). Similarly, according to Le Grange (2009) the role of the modern university is to produce, to transmit and to acquire knowledge through the teaching/learning process. Le Grange states that this role of the university has not changed, what had changed, however, is the nature of knowledge production, transmission and acquisition, and the way that knowledge is legitimised and valued. The student teachers who participated in this study concur with Le Grange by affirming that the university should follow a holistic approach to teaching/learning.

The emerging view of the student teachers on the role of the university in respect of holistic teaching concurs with the idea of "critical being" (Barnett, 1997, 1) as well as with the social philosophy of higher education developed by Barnett (Barnett, 2011; Barnett, 2013; Barnett, 2016; Barnett, 2018). According to Barnett (1997), the idea of critical being embraces a holistic perspective of 'critical thinking', 'critical action' and 'critical self-reflection'. This idea of critical being concerns the provision of learning opportunities to allow students to explore their interests apart from academics or outside of the students' subjects.

However, Barnett (2015) contests the notion of teaching/learning as mainly 'providing knowledge and skills' as the predominant educational role of a university. Contrary to that, Barnett (2000c) affirms that in a supercomplex world, teaching/learning must be understood as a process of inquiry, learning and questioning suitable to a post-modern university that interacts with a supercomplex world. Similarly, the role of the teachers should be to develop resilience, courage, wonderment and willingness in the students to interact with this supercomplex world (Barnett, 2000a; Barnett, 2007). The previous statements imply a particular conception of teaching/learning, in which affirmation and encouragement would have priority over knowledge and skills. In this regard, Barnett argues that without self-belief and energy to keep going, a student would be unlikely to acquire knowledge and skills.

It should be said, however, that Barnett does not contest the role of the university to provide teaching/learning experiences for the acquisition of knowledge and skills. Rather, Barnett advocates a wise and relevant approach to knowledge and skills that fosters learning through student engagement rather than overestimate the importance of knowledge and skills.

This way of fostering learning through student engagement is consistent with the view of the student teachers who participated in this study, which affirms that the university has a role to encourage the development of responsible leadership among students, as described best by Ruvimbo in this study. She pointed out that leadership should not be about being entitled, but about a willingness to take responsibility for the benefit of others. The other students shared Ruvimbo's view and sentiments.

7.2.5 To promote community development

Another emerging view of the student teachers that was identified is that the university has a role to promote community development by including community engagement activities or by being accessible to its community.

This finding reinforces the idea from the review of consulted literature that community engagement is a traditional (Lategan, 2009) and contemporary role of the university. Moreover, this finding provides details about how community development should be done from the perspective of the student teachers, namely, by including activities of community engagement or by being accessible to its community.

Similarly, this finding is aligned to the progressivist position (Lategan, 2009), according to which the university has a community engagement role distinct from teaching/learning and research, to change or support society, and to engage with its society in order to carry out its own mission of teaching/learning and research.

There is a claim from the student teachers of this study that the university should be accessible to its community and should be inclusive. This finding contrasts with the *status quo* at the origination of the university when women were excluded; education was provided orally in scholastic Latin; textbooks were only afforded by a minority (Dunbabin, 1999); and being a university student was a privilege reserved for aristocratic families (Yang, 2013). The literature consulted affirmed that the universities in Europe, originally were not accessible to their communities due to the high cost of a university education (Dunbabin, 1999). Only the wealthy and members of the nobility in Italy, Spain, France and central Europe could afford it (Grendler, 2004). In contrast, it is the view of the student teachers who participated in this study that the university should not have a self-centred focus on its own intellectual concerns, while turning its back on its communities, as was the case during the Middle Ages.

The view of the student teachers on the role of the university to promote community development concurs with the demands made on the university by middle class social groups at the beginning of the 18th century. The reviewed literature affirmed that this group questioned the traditional comforts and privileges of the monarchy, nobility and clergy (Côté & Allahar, 2011) and demanded that universities moved from being institutions only attended by a

relatively small number of socially privileged and/or intellectually talented, to become places where attendance is accessible for a wide range of occupations and for people from other social classes (Smith & Langslow, 1999). However, the literature consulted also recognized that improved accessibility to the university influenced the nature of the university and gave rise to new issues such as overcrowding, lower quality education and impersonal relationships among teachers and students (Côté & Allahar, 2011).

Finally, this emerging view of the student teachers on the role of the university to promote community development is aligned with the study by Kelley (2016) in the United States of America and the ones related to the #Fees Must Fall student protest in South Africa (Abdullahi, 2015; Commey, 2015; Europa Publications, 2015; Jenkins, 2015), about the views of students on the role of the university as an institution that should not reinforce racial and economic exclusion. In other words, a university should be accessible to its community.

In this regard, Kelley (2016) describes a demand for economic equality and equity in terms of access to university based on a study of black student demands in the uprising at Ferguson, Columbia (United States of America), at the University of Missouri in 2015. Lukhele (2015) also states that economic inequality was the main cause of the student uprising in October 2015 as part of the #Fees Must Fall student protest which is considered the biggest student protest since apartheid ended in South Africa (Jenkins, 2015; Wiley, 2015). This emerging view of the student teachers on the role of the university suggests an expectation that the university should play a role to promote equality, especially in promoting economic accessibility to students.

7.2.6 To develop the intellectual and academic skills of students

Another emerging view of the student teachers on the role of the university identified from the transcripts of the in-depth individual interviews and other data sources is that the university has a role to develop the intellectual and academic skills of students. According to the student teachers, through this role, the university should foster a love of knowledge and provide educational academic support to students.

The student teachers who participated in this study consider developing the intellectual and academic skills of students as a core role of the university. This view on the role of the university resonates with the work of Yang (2013). Yang affirms that the relationship between teachers and students around academic activities and the impartation of academic competencies have been an important emphasis of universities, even as far back as the 11th and early 12th centuries. The view expressed by the student teachers also concurs with that of Grendler (2004) who points out that during the Renaissance through Humanism a passion for learning developed in Europe from the 14th to the 16th century.

In addition, the view of the student teachers on the role of the university related to the love of knowledge is consistent with the research of Grant (2006) and Niblett (1975). These two authors argue that to foster a love of knowledge was an ancient role of the university even as early as the Middle Ages. Grant and Niblett state that, regardless of the capacity of the university to provide a degree, the experience to be taught and to learn are important motivations for students to attend university. The view of the student teachers on the role of the university to foster a love of knowledge is therefore consistent with the historical role of the university.

The views of the student teachers on the role of the university to develop the intellectual and academic skills of students relates to the discussion about the role of knowledge as part of the academic freedom of the university. In this regard, there is an assumption that universities do not have freedom, that they have lost their autonomy, and are condemned to following entrepreneurial practices (Bengtsen & Barnett, 2017). Nevertheless, in terms of the social philosophy of higher education of Barnett, the understanding of knowledge and how it is intellectually and academically reproduced in university students, is a central part of the foundational identity of the university. The dimension of freedom of the university is based on this understanding of knowledge and how the university produces, controls, and disseminates knowledge.

The student teachers who participated in this study indicated a clear link between the university and knowledge/production of knowledge; teaching/learning knowledge and holding knowledge in high esteem, which the student teachers describe as an act of love, the love of knowledge. However, according to Barnett (2000c), the nature of knowledge has changed from a pure or objective reading of the world. Hence, following Barnett, since the nature of the

university and that of knowledge are intimately related, the university has to develop a new epistemology, a new understanding of knowledge, conscious of its own insecurities as part of a supercomplex world, and knowledge as a public good.

7.2.7 To prepare students to be employed and experience wellbeing

That the university has a role 'to prepare students to be employed and experience wellbeing after they graduate' is another emerging view expressed by the student teachers identified for further discussion. According to the student teachers who participated in this study, the university should prepare students for work and for being employed. In agreement, as an emerging view, the student teachers affirm that it is the role of the university to assure the wellbeing of students after they complete their university studies.

This view of the student teachers on this role of the university is mirrored in the reviewed literature. According to Grant (2006), as early as during the Renaissance, students expected to receive from the university a better position in society after completing their studies, even more than to receive a degree. Similarly, university study was for the sake of employment as the main role of universities emerged after the two World Wars (Kerr 2001). According to Wolf (2002), from that time, universities became institutions devoted to the pursuit of knowledge, the solution of problems and with a high emphasis on specialization as part of a modern society. The universities supported the new knowledge economy by producing relevant knowledge, training knowledgeable workers and facilitating the conversion of knowledge into innovation (World Bank, 2009). In this regard, labour markets have been progressively re-imagined as having knowledge and innovation at their centre (Molla & Cuthbert, 2018). Hence, the view of the interviewed student teachers on the role of the university concurs with the understanding of the university as a producer of qualified people in line with economic demands (Mingat, 1998, cited in Tomasevski, 2003).

This is an important finding in the understanding of the role of the university regarding preparing students to be employed. This finding is aligned to the role of the university stated by the Department of Higher Education and Training (DHET) of South Africa, through the *White Paper for Post-School Education and Training* as part of *the National Development Plan of South Africa 2030*. These documents state that it is the main role of the university to provide

opportunities for social mobility, to educate and to provide people with high-level skills for the labour market (Republic of South Africa, 2013).

On the other hand, Barnett (2000a) in his social philosophy of higher education affirms that the university has a civic role, which is to seek to ensure the wellbeing of society, which goes beyond the role to be merely instrumental to the world. I recognize that the university interacts in a mutual dependence relationship with numerous ecosystems or networks. For example, the university is linked with the business and industrial sectors, the academic marketplace, political discourses, and social norms, among other networks (Barnett, 2011). Hence, the metaphor of an ecological university that is interconnected with many facets of the world, human and not human, is pertinent (Barnett, 2018). However, the civic role of an ecological university (Barnett, 2000a) is to seek the continuous wellbeing of its ecologies, rather than to merely guarantee the given state of equilibrium and sustainability of the ecosystems of which the university is part. By fulfilling its civic role, the university contributes towards the advancement of its local, regional and global environment, including the labour market. One aspect that Barnett (2013) refers to, which was not mentioned by the student teachers who participated for this study, is that, as an ecological university, the university is not merely a provider of skilled labour, but also contributes towards the definition of the interests of its environment.

Finally, the view of the student teachers on the role of the university to prepare students to be employed and experience wellbeing articulates with the study of Lamanauskas (2012) about Lithuanian universities. Lamanauskas found that students positively perceive the importance of university education in terms of enabling them to develop a future career or being better employed, and hence, to improve their wellbeing. I acknowledge that as part of the knowledge economy, the university needs to tailor its education to fit the needs of the labour market. The university is constantly challenged to update its educational service provision according to advances of knowledge and technology, even more so in the face of new competitors of the university, such as, for example, specialized research organizations. Regardless of this challenging context, the university still holds the monopoly when it comes to granting degrees that certify the quality of education and hence, the eligibility of graduates for employment.

7.2.8 To provide a degree

Another emerging view expressed by the student teachers that was identified for further discussion is that the university has a role to provide a degree for accreditation and professional recognition of its students.

The above finding resonates with the literature consulted. It is interesting that providing a degree qualification has always been a central role of the university. The ability to grant qualifications also serves to affirm the autonomy of universities during socio-political pressures. The university, as an institution, has been suffering the attempts by different agents to influence it. That was the case, for example, during the 11th and 12th century when the churches (predominantly the Catholic and Protestant churches), the Pope, prelates, kings, princes and city governments (Yang, 2013) had a strong influence on the university owing to the fact that they provided funds or other benefits to the university community. In the current context, agents such as individuals, economic corporations or governments that provide economic or social support can influence university decisions. However, there are universities that mitigate these socio-political pressures by acquiring their own institutional sources of income. The university is neither immune to, nor ignorant of these pressures. Rather, the university negotiates them aiming to protect its own interests, agenda, prestige or nature. Seen in this context, the education provided by the university as well as its capacity to provide degree qualifications have been the resources it utilised to maintain a level of autonomy.

The above finding corroborates the findings of the studies of Lamanauskas (2012) and Tinto (2017), which regard it as a core role of the university to provide a degree for accreditation and professional recognition. In this regard, Lamanauskas found that receiving a diploma was the main reason for students to study at the university. This notion is also supported by Tinto, in his studies on student retention. Tinto states that students often express an interest in obtaining a degree without considering the institution from which the degree is earned.

There is some variance between the findings of this study and the reviewed literature regarding the role of the university as a degree granting institution. In the literature, this role of the university is strongly foregrounded. However, in this study identifying the granting of degree qualifications as a role of the university was found to be an emerging, rather than a set view, as it was mentioned only four times by the student teachers.

7.2.9 To fill in the after-school educational gap

The next emerging view expressed by the student teachers on the role of the university is that the university has a role to fill in the after-school educational gap in order to equalize opportunities among students. This relates to earlier studies that consider the traditional roles of the university from either a traditionalist or progressivist position (Lategan, 2009). The point of view expressed by the student teachers suggests a progressivist role.

From the point of view of the student teachers, the university has a role to fill the after-school educational gap caused by the poor quality of education during the school period. As stated by Hussey (2010), today's students come from much more varied cultural and ethnic backgrounds, and they have had a very different school education from that of the middle-class and upper-class elites that dominated the university intake years ago. From the views expressed by the student teachers interviewed for this study, it would seem that the university should play a key role in promoting equity among the students in line with *the National Development Plan of South Africa 2030* (Republic of South Africa, 2013). This document states that the university has as its main role the strengthening of social justice and democracy, thus, in the case of South Africa, helping to overcome the inequities inherited from the apartheid past.

Finally, this view of the student teachers on the role of the university concurs with the literature related to the discussion about the importance of improving student retention. As specified by Tinto (2017), during the last couple of decades, student retention has become a major policy concern within the higher education sector. It has been proved that, while the enrolment gap between high-income students and low-income students is decreasing, the gap in respect of the graduation rate is not (Tinto, 2010). Hence, there is congruence between the view of the student teachers and the need to increase student retention identified in the reviewed literature. In this regard, Vignoles and Powdthavee (2009) state that improving student retention among low-income students is crucial for abolishing class inequality, especially among members of the less privileged population, such as indigenous student teachers (Trimmer *et al.*, 2018). In the case of South African higher education institutions, Matsolo and contributors (2018) highlight the impact of these gaps in school education, which cause low enrolment levels, high drop-out rates, and a low graduation rate.

Next, I will discuss the embryonic views of the student teachers on the role of the university.

7.2.10 To provide a pleasant space for teaching/learning and doing research

Ten embryonic views of the student teachers on the role of the university were identified. One of them is that the university has a role to provide a physical space that is pleasant for teaching/learning, as well as for conducting research and teaching students how to conduct academic research.

It is also important to note that an emerging view of the student teachers on the role of the university is 'to provide a physical space and facilities'. According to the student teachers who participated in the study, the university has a role to provide a physical space, facilities and equipment for its teaching/learning activities, such as lecture halls, books or Wi-Fi. This emerging view stresses the idea of a physical university and not an online one.

Much is known about the so-called traditional roles of the university (Lategan, 2009), but little is known about the role of the university to provide a physical space that is pleasant and how this factor influences the university role of teaching/learning and doing research. In this regard, the drawings and photographs constructed for this study suggest that the participating student teachers strongly recognize the university as their second home. This positive perception is in contrast with that of, for instance, a township or other unsafe places, as described by Ruvimbo. This reveals a gap in the academic literature that requires further study.

On the other hand, the student teachers of this study affirm that the university contributes to the development of industry and the sustainability of society by doing research. The above finding is in line with the well-established traditional role of the university of doing research. Based on the literature reviewed, the university by nature offers academic teaching and learning, with the role of conducting research developing at a later stage. However, contrary to the type of research during the medieval times which promoted the social *status quo* (Yang, 2013) and did not challenge the socio-political and religious context of that time (Niblett, 1975), the student teachers describe a university that conducts research that contributes towards the development of industry and the sustainability of society. The idea of research that is meaningful, practical and useful to society, which probably challenges the social *status quo,*

emerged from the analysis of the drawings and photographs produced by the student teachers who participated in the study.

The finding of the view of the student teachers on the role of the university to do research concurs with the literature reviewed in chapter 2. It furthermore resonates with the work of Lategan (2009) and the *Magna Charta Universitatum* document signed by 388 rectors and heads of universities from all over Europe and beyond (The University of Bologna, 1998). The *Magna Charta Universitatum* defines conducting research as the main role of a university as an academic institution. The Department of Higher Education and Training (DHET) of South Africa, through the *White Paper for Post-School Education and Training as* part of *the National Development Plan of South Africa 2030* affirms also the role of the university as a producer, assessor, provider, executor and validator of new knowledge through research (Republic of South Africa, 2013).

Nonetheless, the type of research described by Barnett (2013) in his social philosophy of higher education might not be the same as that which is described by the student teachers who participated in this study. Barnett (2013) stated that as part of the civic role of the university, research should be done 'for-the-other' and not 'for-its-own-sake' (Barnett, 2000a). Doing research 'for-the-other' is a feature of the ecological university that has an interest in the wellbeing of its community rather than in sustainability or merely promoting a state of equilibrium in society. Barnett (2018), also affirms that each university is responsible for imagining feasible possibilities for the university to purposively develop civic society. In this study, however, I perceived a relative emphasis placed by the participating student teachers on research that predominantly serves the industry or that seeks only to maintain the equilibrium or sustainability of society. Hence, further research remains to be conducted around the nature of research that the student teachers perceive as the role of the university and whether this is research 'for-the-other', that seeks the wellbeing of the community as described by Barnett, or research 'for-its-own-sake' which prioritises research in support of the university's own interests.

Finally, the study found some ideas that contradict the reviewed literature. I would like to highlight that, regardless of the consensus around recognizing conducting research as the core role of the university, research as the role of the university was not a set view of the student teachers interviewed for this study. Evidence from the drawings and photographs show that the

student teachers have other, more prevalent, views on the role of the university related to, for example, the value and development of students as persons, to developing the social skills of students or to providing a practical, experiential and relevant education, for example.

7.2.11 To provide emotional, material and vocational support

Another embryonic view expressed by the student teachers is that the university has a role to provide emotional, material and vocational support to students. The role of the university to provide emotional support to students was illustrated by the fact that the university offers residences and that some students leave their hometowns to attend university. Another view that emerged from the data is that the university must provide material support to students, in addressing hunger and the health needs of students. Finally, the student teachers referred the role of the university to contribute towards students reaching clarity on their choice of vocation that suits them by allowing them to experience different professions.

This embryonic view on the role of the university to contribute to students achieving clarity regarding their vocation relates well to the work of Barnett (2007) in his "pedagogy of air" (2007, 1). According to Barnett, in an uncertain and supercomplex world, higher education institutions should promote a pedagogy that opens spaces for students to learn amid such uncertainty and complexity. According to Barnett, through this process, students should be enriched as persons, which could include finding or affirming a vocation. In my study, this role of the university was referenced by the metaphor of a 'shoe box cover', where Helen explained that it is the role of the university to give a student the 'shoes' of a profession so that the student can try them on and experience and understand the profession before the student actually enters the workplace, and to allow the student to 'walk in those shoes', during their studying period. Although all students shared a similar sentiment, Helen articulated best by claiming that, since the university has different Faculties, or 'shoes' available, the university should allow students to try different 'shoes' until they figure out which ones fit them best and hence, discover or affirm their choice of vocation. I acknowledge that the administrative side of the university may be challenged if this student teacher's view is to be accommodated in a practical sense.

7.2.12 To ensure the sustainability of society and be self-reflective

Another embryonic view expressed by the student teachers is that the university has a role to ensure the sustainability of society and to be self-reflective as an institution. The student teachers involved in this study considered the university as a self-reflective institution that grows in different spaces, adapts to changes, and seeks to be relevant to its time.

In fact, the literature confirms that, over the course of history, university students demanded that the university should be committed to ensuring the sustainability of society. Kelley (2016) describes how a group of black students who staged an uprising at Ferguson, Columbia (United States of America) in 2015, demanded that the university should take the lead on social transformation, to remake the world, to think through crisis, and to fight for the eradication of oppression in all its forms, whether it directly affects the university or not. Similarly, Barrionuevo (2011), Bellei and Cabalin (2013), and Orellana (2014), as part of their study of the Chilean student movements of the 'Penguin Revolution' in 2006 and the 'Chilean Winter' in 2011, clearly reference the demand made by students that the university should be socially and locally accountable to its local community.

Similarly, the student teachers participating in this study seem to demand that the university should be engaged with its community and work for the benefit of the society regardless of pressure from government or supranational organizations. Although this was merely expressed by some student teachers as Katie, and is an embryonic view, it is nonetheless significant. This view of the student teachers' view is located amidst more consolidated roles of the university in the reviewed literature such as doing research, contributing to students finding their vocation or providing emotional support to students. This finding is strongly aligned to the purpose of the ecological university of serving the interests of its community, and purposely seeks to promote the wellbeing thereof rather than to merely maintain a state of equilibrium (Barnett, 2018).

Yet, another finding that emerged from the analysis of the data was that, in the opinion of the student teachers, the university should be a self-reflective institution that grows in different spaces, adapts to changes, and seeks to be relevant to its time. This view resonates with Barnett's philosophy of higher education (Barnett, 2011; Barnett, 2013; Barnett, 2016; Barnett, 2018). Barnett's (2011) concerns are related to what it means to be a university in the midst of

the emergence of a great variety of new and possible forms of the university in the contemporary era. Barnett (2016) argues for gaining an understanding of the university in order to avoid falling short in realising the hopes, expectations and possibilities of the university that directly affect its practices and projects. As do the student teachers in this study, Barnett advocates a meta-inquiry of what a university is, to differentiate it from the predominant entrepreneurial university and to emphasize the importance of understanding the relationship between the sociological and philosophical dimensions of the university when imagining new university futures. According to Barnett (2013), the ecological university should remain autonomous, in order to sustain a critical function that allows it to critique the dominant discourses as part of a supercomplex world.

7.2.13 To provide a safe space for students, nature and historical documents

The last embryonic view of the student teachers that I would like to discuss is that it is the role of the university to provide a safe physical space for students, for nature as well as for preserving historical documents and resources. This view of the student teachers echoes the description by Grendler (2004) of how a preference for the Jesuit or Barnabite boarding schools over universities emerged during the 17th century. At that time, there was a demand from prospective students to attend to a safe and organized institution free from violence. As many universities lacked these characteristics, the provision of a safe environment was an important factor that led to the parents of university students choosing religious order boarding schools rather than sending their children to university.

I am aware that the #Fees Must Fall student protest at the University of Pretoria influenced the views of the student teachers who participated in this study on the roles of the university, as they referred to it in the interviews. The #Fees Must Fall student protest started in November 2015 and continued until 2016. By the time the fieldwork for this study was being conducted, between May and October 2017, there had been sequels to the movement. The student teachers stated that they experienced the student movement in different ways. Some of them were indirect supporters; others expressed their rejection of it since they had to stay home instead of going to class since the campus was closed for security reasons. Other student teachers were intimidated by the students of the protest to not attend classes and to support the protest. These experiences influenced the student teachers of this study to indicate that one of their views on

the role of the university is to provide a safe physical space for students in order to be able to fulfil its other roles.

While the view on the role of the university to provide a safe physical space for students seems to be a logical requirement for conducting teaching/learning processes, what emerged from the analysis of the data constructed was to consider a role for the university to provide a safe physical space for certain natural species of plants and trees, as well as for historical documents and resources. Consequently, the student teachers seemed to suggest a new feature of the role of the university that the literature consulted did not discuss to a large extent. In this regard, Barnett (2018) recognizes the 'cultural heritage' as one ecosystem or a facet of the world to which an ecological university is related. Hence, for Barnett the university should also ensure the safekeeping of cultural materials as indicated by the student teachers who participated in this study.

The above 13 main themes that were discussed in this section are the major findings that emerged from the analysis of my first research question. These main themes were organized as according to set, emerging or embryonic views of the student teachers on the role of the university. In the following section, I will discuss the two sets of findings related to the two research questions of this study against the backdrop of aspects of the reviewed literature and Barnett's social philosophy of higher education as the theoretical framework of this study.

7.3 Theorising the findings: discussion of both research questions

The above section of this chapter discussed the findings recorded in chapter 5 with the reviewed literature and the theoretical framework for this study as part of the first research question, which is: "what are the views of the student teachers of the University of Pretoria on the roles of the university?" I will now take it to the final phase. As explained in chapter 4, the fourth phase of the analysis of the findings related to my second research question was 'proposing main themes to discuss based on the two research questions of this study'. This process of data reduction is aligned to the conventional content analysis stated by Hsieh and Shannon (2005), explained in chapter 4.

In the following section, I will discuss three main themes suggested considering the findings of my two research questions, my literature review and my theoretical framework, which is the social philosophy of higher education of Ronald Barnett (Barnett, 2011; Barnett, 2013; Barnett, 2016; Barnett, 2018).

7.3.1 Personal experiences outside school or university

One of the main themes that explain how and why the student teachers ended up having their views on the roles of the university are their personal experiences outside school or university. As part of the analysis of the data the specific causes that explain the views of the student teachers on the role of the university are: the practice of personal self-reflection; personal life experiences outside school or university; a person that is recognized as a role model outside the university; the influence of collectives such as a church or a community; and their personal experiences in contact with the media and the labour market, as well as their personal practice of seeking self-actualization.

Based on the analysis of the views of the student teachers on the role on the university and the causes that explain these views, I identified two themes to discuss:

a.   The value of personal development

The first subtheme of this main theme that explains how and why these views of the student teachers on the role of the university came about is 'the value of personal development'. This theme proved to be very important in the views of the student teachers on the role on the university as well as in the causes that explain these views. The participating student teachers held a set view that it is a role of the university 'to value and develop students as persons'. The student teachers emphasized the students' development as persons, in respect of their self-identity, culture, responsible leadership, critical thinking, and in the development of their own voice, coupled with the knowledge and skills to fulfil their personal dreams. The relevance of the human personal development is similarly emphasized in another set view of the student teachers, namely that it is the role of a university 'to develop social skills'. In this regard, the student teachers highlighted that a university should contribute towards developing empathy, emotional and social skills in the students, contributing towards understanding and interaction among people of different races and cultures.

Some of the embryonic views of the student teachers on the role of the university also emphasize the importance of personal development. One example is Helen's views, who affirms that it is the role of a university 'to ensure the sustainability of the society' by promoting an ongoing process of growth as persons, the community, the country and the world. The importance of personal development is also supported by the embryonic view that it is the role of the university 'to contribute in the student's clarification of their own vocation'. The student teachers of this study affirmed that a role of the university is to allow students to experience different professions as part of a cross-departmental/faculty approach, expanding students' knowledge and capacities outside of their own departments/degrees. In this way, the university contributes towards addressing students' lack of vocational clarity by allowing them to experiment and to choose a vocation that suits them.

On the other hand, the value of human personal development was also clearly highlighted in the identification of the causes that explain the views of the student teachers on the role of the university. The analysis of the data constructed clearly indicated 'the practice of personal self-reflection', as a set cause. This entailed, reflection about, for example, in the case of Ruvimbo who reflected on the conditions of her place of origin; the inequalities perceived in terms of income, quality of life and access to educational services; the negative consequences of seeking individual benefit rather than to promote community benefit; the importance of choosing an educational career, getting a university degree, developing new capacities during their period of study; or a fear of financial hardship, causing Ruvimbo to plan and work towards her future by establishing ambitious goals in order to prevent financial insecurity.

'The practice of personal self-reflection' significantly influenced the student teachers which emerged in the collective thought. Ruvimbo articulated best by affirming that the practice of self-reflection caused her to have several insights or emotions. These include, for example, feeling guilty about doing nothing to improve the bad conditions of her community; recognizing that, in order to help herself, she needed to help her community; and that living responsibly results in a good life; learning to be selective in choosing the things that she needs and leaving the ones that she does not need; practicing being selfless related to possessions; developing her faith in God; appreciating what she has; valuing the importance of planning ahead to meet needs and accomplish goals; seeking personal growth by being involved in

experiences and developing skills; and to understand each experience as preparation for future challenges. These insights and feelings all relate to the value of personal development.

The consistency between the views of the student teachers on the role of the university and the causes that explain these views resonates with the ontological discussion of Barnett as part of his social philosophy of higher education. Barnett (Bengtsen, 2018) states that the contemporary university needs to shift its focus from an epistemological emphasis to an ontological one. In this context, as part of a supercomplex world in which the nature of knowledge has changed, the university needs to engage with and negotiate knowledge as part of a continuing and messy process of inquiry where even the rules of the game of knowing have changed (Barnett, 2000c). Hence, the idea of the ecological university that has an interest in the wellbeing of the many ecologies with which the university is intertwined, such as persons, institutions, economic and physical world, is relevant (Barnett, 2018). The student teachers who participated in this study predominantly advocated an ontological role of the university focused on the development of students as persons, rather than a role that emphasises epistemological matters, in other words, a role related to teaching/learning or doing research.

The shift from 'critical thinking' to 'critical being' is critical to the ontology suggested by Barnett's social philosophy of higher education (Bengtsen, 2018). In this regard, the concern of the student teachers of this study for students as persons, or for 'being' concurs with Barnett's comprehensive concept of critical thinking which implies a 'critical being' that embraces 'critical thinking', 'critical action' and 'critical self-reflection' (Barnett, 1997).

The two findings discussed above are also consistent with the literature consulted that stated that the university's role was and should be the personal or character development of its students, as part of a teaching/learning process underpinned by moral values (Grendler, 2004; Karabel, 2005; Lategan, 2009; Niblett, 1975; Tomasevski, 2003; Trow, 2007).

b.   *The importance of being in contact with the world*

The second subtheme of this main theme that explains how and why the student teachers ended up having certain views on the role of the university is 'the importance of being in contact with the world'. This theme also proved particularly important in the views of the student teachers on the role of the university as well as in the causes that explain these views. The student

teachers in this study expressed a set view that it is the role of a university 'to provide a practical, experiential and relevant education related to what is happening in the world' as stated by Katie and supported by the other ones who shared similar sentiments. The student teachers stated that, as part of this practical role, the university should provide an education that balances intellectual and practical use of knowledge, as well as educational opportunities to ensure that students grow in their understanding of the world by doing practice teaching, relating their education to the current professional reality through class observations or interviewing teachers, from Amber's point of view.

Several views of the student teachers on the role of the university related to the importance of being in contact with the world. For example, the set views on the role of the university 'to develop the social skills of students' in order to understand people from different cultures and develop cultural and racial tolerance; or to the emerging views to emphasize the role of the university 'to teach holistically' so as to enrich students' knowledge about the different aspects of life beyond their academic subjects as part of their contact with the labour market or media; or 'to promote opportunities to develop community building capacities' by introducing students to experiences of helping other people sustainably and holistically; or the role of the university 'to equip students for work employment'.

Some of the embryonic views of the student teachers on the role of the university are related to the importance of experimenting, exploring and being in contact with the world. For example, the view on the role of the university 'to provide a physical space that is pleasant to do teaching/learning' stated by Katie and reinforced by the others, is based on the unpleasant and unsafe student experience of living in a township or living in a place outside of the university residences.

The importance of being in contact with the world was also evident from the causes that explained the views of the student teachers on the role of the university. The analysis of the data clearly showed as a set cause: 'the personal life experiences of the student teachers outside school or university'. The student teachers indicated several life experiences outside school or university. For example, experiences of living in a foreign country; being a volunteer teacher at a school or as part of a church; facing family pessimism and lack of support for pursuing university education; or being involved in extracurricular training, for instance in public speaking.

These personal life experiences of the student teachers outside school or university had an influence on the student teachers. The participants in this study affirmed that these experiences resulted in them gaining better or new insights. These insights include, for example, to value being hospitable and open to new cultures; to develop an understanding of people's needs; to pursue university education regardless of the lack of money and family support; to develop the self-confidence to interact with people; to develop a love of learning and sharing knowledge with others; to recognize the impact of a suitable learning environment; and to be more sensitive and aware of the impact of students' learning environments on their studies.

Furthermore, as part of the analysis of the findings of the second research question, 'the individual influence of role models' was identified as an emerging cause that explains the views of the student teachers on the role of the university. This emerged from the collective and Ruvimbo articulated best by affirming that the influence of a famous pop singer and performer, such as Beyoncé, or a successful business entrepreneur, such as Matsi Modise, explains some of her views on the role of the university.

The participants in this study affirmed that 'the influence of individual role models' encouraged them to pursue certain values. These values include, for example, to value that hard work leads people to developing their professional skills; to appreciate the value of being a hard working person; to recognize the outcomes achieved in life as signs of success; to aspire to positively influencing people's lives; and to value receiving advice and support from an experienced person.

I perceive a consistency between the views of the student teachers and the causes that explain their views on the role of the university, which resonates with the supercomplex pedagogy that Barnett proposes as part of his social philosophy of higher education. Barnett (2000a) states that the university should prepare students to be part of a supercomplex world. Barnett and Coate (2005) affirm that the university should prepare students to face a world that is uncertain, unpredictable, contested and challenging. The "pedagogy of air" (Barnett, 2007, 1) I referred to earlier is consistent with the student teachers' position of exploring and being in contact with the world . The student teachers' views are similarly consistent with Barnett's (2000a) approach of teaching based on dialogue, encouragement and building resilience in students. In this context, the findings of this study resonate with the themes of openness, freedom,

communication, learning, inquiry, and questioning which are part of Barnett's idea (2011; 2018) of the ecological university. The ecological university is one that is deeply engaged with its surroundings, takes nourishment from it, and attempts to seek its wellbeing. The views of the student teachers on the role of the university, as well as the causes that explain how these views emerged, embrace the themes previously mentioned by Barnett.

The student teachers in this study, as a collective, clearly advocate a university education that is practical, experiential and relevant to what is happening in the world. The numerous, contesting and subjective frameworks that surround the student teachers shaped their views on the role of the university and informed the causes that explain their views. This finding is consistent with the reviewed literature, which states that the university should be engaged, accountable and relevant to its society (Barrionuevo, 2011; Bellei & Cabalin, 2013; Bellei *et al.*, 2014; Kelley, 2016). It is the view of the student teachers who participated in this study that a university should be in contact with the world; the student teachers demanded an education that is relevant, and useful for living in the current supercomplex world.

7.3.2 Educational experiences inside school or university

Another main theme that explains how and why the views of the student teachers on the role of the university emerged is their educational experiences inside school or university. As part of the analysis of the data constructed, the following specific causes that explain the views of the student teachers on the role of the university were identified: a teacher or a tutor at school; the influence of a mentor inside the university; or the influence of a collective such as friends who study at the university, schoolteachers as a collective, or a school as an institution.

Based on the analysis of the views of the student teachers on the role of the university and the causes that explain these views, I identified two themes to discuss:

a.   *The esteem for social relationships*

The first subtheme of this main theme that explains how and why the views of the student teachers emerged is 'the esteem for social relationships'. This theme was identified as important in the views of the student teachers on the role on the university as well as in the causes that explain these views. The student teachers in this study held a set view that it is a

role of the university 'to develop the social skills of students'. Helen best articulated this by stating that, at the university, student teachers obtain a 'second degree'. She explained her view by describing the numerous and diverse opportunities that exist at the university to develop empathy, mutual understanding, cultural and racial tolerance, and to develop emotional and social skills.

The esteem for social relationships was also emphasized as part of the causes that explain the views of the student teachers who participated in this study. The analysis of the data clearly indicated as an emerging cause that explains the view of the student teachers 'the relationship of a student teacher with a mentor inside university'. Specifically, Temmi described her relationship with a faculty administrator and an educational mentor at a student residence. As part of that 'relationship with a mentor inside university', Temmi experienced the university as a supportive environment.

One of the embryonic causes that explain the views of the students is also related to the esteem for social relationships. It is the cause of 'the collective influence of friends who studied at the university'. In this regard, Temmi indicated that she developed appreciation for the university educational experience based on this influence.

The consistency between the views of the student teachers and the causes that explain their views on the role of the university related to the esteem for social relationships resonates with the historic nature of the university as a community of teachers and students. In this regard, the literature consulted describes the origin of the universities from the Middle Ages as a cohesive community of teachers and students (Dunbabin, 1999; Grendler, 2004; Lewis & Short, 1966).

Barnett, in his social philosophy of higher education, affirms this esteem for social relationships when he states that the university should have a responsible relationship with its environment. Barnett (2018) argues that, by nature, the university is in a relationship of mutual dependence and influence with different ecosystems such as political discourses, civic society, the private sector and financial structures, cultural values and heritage, social norms and personal life worlds, among others. Moreover, Barnett (2013) describes the utopian idea of the ecological university as one that fulfils its civil role in society by seeking the continuous wellbeing and flourishing of the many ecologies that intersect with the university. In this endeavour, to fulfil its civic role, the ecological university should retain autonomy in order to sustain a critical

function for itself as well as to critique the dominant discourses of the supercomplex world (Barnett, 2013), which sometime tends to neglect social relationships. Hence, based on the previous statements, as expressed by the student teachers of this study, the essence of a university is a community of teachers and students in a dialogical, engaging, encouraging and responsible relationship with its environment.

b.   Appreciation for the educational experiences at university

The second subtheme of this main theme that explains how and why the student teachers developed certain views on the role of the university is 'the appreciation for educational experiences as part of university study'. This theme also enjoyed prominence in the views of the student teachers on the role of the university as well as in the causes that explain these views. The student teachers in this study stated several emerging and embryonic views of the role of the university related to their experience at the university as a student. Some of these emerging views expressed by the student teachers on the role of the university are: to provide educational support and guidance for completing assignments in order to develop intellectual skills, academic excellence, and a culture of love of knowledge in the students rather than to focus merely on obtaining high marks; to provide a physical space and facilities to support student's learning, such as lecture halls, areas in which to do group discussions, books and Wi-Fi; to include community engagement activities in its curriculum to help other people in a sustainable and holistic way as part of intentionally fostering community building capacities in the students; or to bridge the after-school educational gap in order to equalize opportunities among students and to assist differently abled and underprivileged students to have access to a university, reaching them before they arrive at the university.

There are also some of the embryonic views expressed by the student teachers on the role of the university that relate to 'the appreciation for educational experiences'. For example: to do research and teach students how to do academic research since the university has the resources and capacity to contribute to the development of industry and the sustainability of society; to provide a physical space that is pleasant, clean, positive and supportive, which impacts directly on how students learn and on their interaction on campus; to provide emotional support to the students through counsellors, psychiatrists or tutors to help students handle their educational duties; to ensure the sustainability of society by promoting an ongoing process of growth as persons, a community, a country and the world; to address students' lack of vocational clarity

by allowing them to experiment with different professions in order for them to choose the one(s) that suit them, by implementing a cross-departmental/faculty approach and by expanding students' knowledge and capacities outside their departments/degrees; to meet the material needs of students, especially their needs in relation to hunger and health in the form of free medical advice through a health clinic; to provide a safe physical space for students; to be self-reflective as an institution growing in different spaces, and seeking to be relevant to its time; to provide a safe physical space for nature; and finally, to be the safekeeping of historical documents and resources.

'Appreciation for educational experiences as part of university study' was also highlighted, for example by Katie, as one of the causes that explain the views of the student teachers. The analysis of the transcriptions of the in-depth individual interviews about the drawings and photographs clearly stated: 'educational experiences at school or university' as a set cause that explains the view of the student teachers. Some of the educational experiences mentioned by the student teachers who participated in this study were: doing home schooling, which enabled a student handling social pressure from her peers well, feeling good about oneself, and ending up developing appreciation for the differences between people; learning experiences as part of a specific subject, such as architecture or history at the university, or biology at a school; doing the practice teaching; experiencing the consequences of living through a student protest, such as starting her university life feeling unsafe on the university campus, or to interrupt her studies and stay at home because the campus was closed for security reasons, or to experience very unpleasant emotions witnessing student violence inside the university campus; and, finally, having personal experiences such as meeting people outside a Faculty or experiencing an interpersonal crisis with a friend at the university.

These 'educational experiences at school or university' had a strong influence on the student teachers. The participants in this study affirmed that, through these experiences, they learnt to value educational opportunities. For example, Helen shared how such experiences helped her to develop her critical thinking about her own perceptions, being reflective and creative; to appreciate receiving support in her studies; to appreciate the ecosystem's sustainability and relate it to the university; and to understand that it is important to be responsible as a part of her own ecosystem. Similarly, Katie referred to her school background that allowed her to be critical about the education received at the university; and to promote putting knowledge in practice rather than doing mainly academic work. In the case of Amber, her educational

experiences at school or university allow her to understand that a role of the university is to provide physical security to students; to value the importance to having a safe environment suitable for learning; to value networking among university students as a source of personal support and increasing future job opportunities; and to reflect on the importance of having a healthy self-image as a university student.

There are also emerging and embryonic causes that explain the views of the student teachers on the role of the university related to 'appreciation for the educational experiences as part of the university'. For instance, an emerging cause that the student teachers mentioned was 'the individual influence of a teacher or tutor at the school'. Examples, mentioned by the student teachers included a teacher, a school history teacher and a Christian home school tutor.

The influence of these teachers or tutors generated important understandings and aspirations in the student teachers. These included, for example, to understand that by studying at the university people attain a good quality of life; to appreciate that to study at the university is consistent with Christian values; to appreciate the balance between formal academic requirements and the development of formative values and skills in the students; to value the development of skills for critical analysis of sources and even for being self-critical as a student; and to connect the knowledge learned with a practical use.

'The school as an institution' or 'teachers as a collective' are other embryonic causes that explain the views of the student teachers on the role of the university related to the appreciation for 'the educational experiences as part of the university'. For example, a public high school as an institution and the high schoolteachers, as a collective, fostered in Temmi an understanding that education is the key to success. This understanding produced in her several outcomes, such as: to relate studying at the university with success in life and being financially stable; to perceive that people with a university education are publicly recognized; to be inspired by people with a university education; and to respect university students.

In general, the views of the student teachers on the role of the university are influenced to a significant degree by their educational experiences at a school or university. Some of these experiences are: living through a student protest; visiting the historical repository at the university; being part of a critical, tolerant and open discussion in class; experiencing leadership positions in the university; dealing with emotional crises and the need for emotional

support; doing practice teaching; experiencing security or the lack thereof in a university residence; experiencing or observing a vocational crisis in their classmates; transferring ecological concepts to the social world; experiencing or observing classmates who need educational or material support, among other experiences. These experiences contribute substantially to identifying the views of the student teachers on the role of the university and the causes that explain these views.

The university is highly experiential. Based on the discussion of the views of the student teachers on the role of the university and the causes that explain these views, it seems that the student teachers do not come to university merely for intellectual or academic purposes. Ultimately, life and educational experiences beyond the intellectual proved to be pivotal causes from which the student teachers construct their views on the role of the university. This finding echoes the attraction of universities in the Middle Ages because they provided opportunities to interact with peers of the same age, interests and circumstances (Dunbabin, 1999; Niblett, 1975). Hence, the experience to be taught, to learn and to enjoy student life were important reasons for students to attend university.

It is also relevant for this discussion about the role of a teacher. Barnett strongly emphasises as part of his social philosophy of higher education, the emotional aspects of the students rather than the intellectual ones. Rather than merely imparting knowledge, Barnett argues a role of a teacher should be to enable students to develop the courage necessary to keep going amid difficulties. Affirmation and encouragement would have priority over knowledge and skills (Barnett, 2015). Barnett argues that, in a supercomplex world full of uncertainty and challenges, a student without self-belief and the energy to keep going would be unlikely to acquire knowledge and skills. These ideas concur with the emphasis of the student teachers who participated in this study on formative values such as affirming self-esteem, faith and responsibility. Finally, the role of the university highlighted by the student teachers of encouraging them to experiment at the university is consistent with Barnett's emphasis (2000a; 2007) on the development of 'being' by the university in seeking to enable its closest ecosystem, the student community, to experience wellbeing and to flourish (Barnett, 2013).

7.3.3 The influence of family members

Another main theme that explains how and why the student teachers end up having certain views on the role of the university is the influence of family members. From the analysis of the data, the specific causes that explain the views of the student teachers on the role of the university were found to be their parents as pairs or individuals; grandparents or siblings; or the family as a collective.

Based on the analysis of the views of the student teachers and the causes that explain these views, I identified two themes to discuss:

a. *The influence of family relationships that value education*

Firstly, 'the influence of family relationships that value education' is important in the views of the student teachers on the role on the university as well as in the causes that explain these views. The student teachers in this study expressed a set view that it is a role of the university 'to value and develop the human aspect of the students'. The student teachers emphasized that the university has a role to develop the students as persons, their self-confidence, identity, individuality and personal capacities. This relates to another set view of the student teachers on the role of the university, namely 'to develop social skills in the students'. Specifically, the university should contribute towards developing empathy, emotional and social skills in the students that contribute to their understanding of interaction with people from different cultures.

The influence of family relationships that value education was also emphasized as part of the causes that explain the views of the student teachers on the role of the university. The analysis of the data indicated as a set cause that explains the view of the student teachers 'the influence of the parents as individual'. This influence was exerted mainly by being a role model as a house guardian, a lecturer, an autodidactic, a manager or by being an inspirational figure. The student teachers in this study obtained several insights from these set causes that explain their views on the role of the university, such as to understand what the university should do; to develop as an empathic and caring person; to value education; to develop the habit of reading; to develop the capacity to understand, discuss and analyse information; to admire the strong leadership of a hard working teacher; to value information and to be critical about it; to

appreciate information and its strategic use; and to reject materialistic or money driven organizations.

Another emerging cause that explains the views of the student teachers on the role of the university was 'the family as a collective'. Through this family influence, for example, Katie learned to value information and to be critical about it; Temmi came to understand that after obtaining a degree, people tend to be good role models to their family members; and Ruvimbo appreciated her mother's strictness that sheltered her from bad influences. Finally, an embryonic cause that influenced the student teachers was 'their relationship with the grandparent and a sibling as individuals'. It is the case of Katie who affirmed that she valued learning and obtaining knowledge by doing research from her relationship with her sister.

The influence of family members who value education was already apparent in the early history of the university. Parents acted as decision makers in terms of the educational studies of their children. Even from the 13th century, rich or aristocratic families covered the expensive costs to send their sons to the early forms of the university and provided them with the resources to study (Dunbabin, 1999). Studying at the university was the best insurance policy fathers could provide for their younger sons. During the 17th century, when the universities in Europe tended to have a violent and licentiousness environment with a loosely organized curriculum, parents preferred the Jesuit or Barnabite order boarding schools. These boarding schools offered a physically safe, religiously disciplined and tightly structured education, which was a better learning environment than that which was offered by the universities at that time (Grendler, 2004). The findings of this study therefore concur with the literature consulted in respect of the role of family members, especially parents, in providing funds and making decisions related to educational matters for their children, even from the early 13th century.

Similarly, the influence of family relationships that value education is consistent with the conception of parents as customers, additionally to the students, as part of a marketization approach of education. It is discussed in the literature that education is perceived as a commodity (Brock-Utne, 2000), and hence, universities treat their students as customers (Smith & Webster, 1997a). However, as explained in chapter 2, in the university environment, the concept of customer is not clearly defined, which increases the difficulty of managing this relationship from a marketing point of view (Navarro *et al.*, 2005). In this scenario, while students are accepted as the primary customers, other potential customers also exist, like

parents, for example (Owlia & Aspinwall, 1996). Hence, as indicated in the literature consulted, the family has a strong influence in educational matters and acts as an important customer in study decisions. However, as showed in this study, family members as individuals or as a collective also act as role models or inspirational references for student teachers and influence their views on the role of the university.

b.   An eagerness to gain knowledge

Secondly, 'an eagerness to gain knowledge' was also given importance in the views of the student teachers on the role of the university as well as in the causes that explain these views. The student teachers in this study expressed a set view that it is a role of the university 'to provide a practical, experiential and relevant education'. Describing this view, the students stated that the university has a role to provide educational opportunities to ensure that students grow in their understanding of the world; to provide quality education that balances intellectual and a practical use of knowledge, including practical uses of academic theories, relating teaching with the current professional reality through class observations, interviewing teachers or doing practice teaching.

An emerging view of the student teachers related to the worth of gaining knowledge was that it is a role of the university 'to teach holistically' in a way that integrates learning across professions and different aspects of life beyond the students' subjects; and to develop intellectual growth and to foster a love of knowledge rather than merely focusing on obtaining high marks.

An eagerness to gain knowledge identified as a theme from the analysis of the views of the student teachers and the causes that explain these views is related to Barnett's discussion of the notion of knowledge and its implications for a university; to the ontological dimension of higher education; and to the implications of a supercomplex pedagogy. I will discuss these three aspects.

Firstly, the eagerness to gain knowledge that was identified as a theme from the analysis of the findings relates to Barnett's discussion of the notion of knowledge and the implications thereof for the university. According to Barnett (2000c), there is a new relationship between the university and knowledge. For Barnett, the notion of knowledge or truth with its metaphysical

sense of arrival, purity, finality or as a secure sense of proceeding has changed. Currently, knowledge tends to be a public good, accessible to many through ways other than the university and with a rapid capacity to be outdated. Hence, the university as an institution must develop a new epistemology conscious of its own insecurities as part of a supercomplex world. For example, Katie understood this new epistemological position of the university by not considering 'attending university' as a necessary steppingstone for going out into the world, as part of the explanation of her drawings. She expressed the view that the university is no longer seen as the only owner of knowledge, especially through the influence of her autodidactic father who have a meaningful life and impact on the world; or through her own disappointing experience of coming into contact with some of the materialistic and money driven aspects of the university.

The student teachers of this study advocate a role for the university of offering an education that is practical, experiential and relevant to the uncertainties and complexities of the world. The findings of this study speak to the claim made by Barnett (2000c) that, in this time of crisis for the university, when it has no clear legitimate or definite role, responsibilities or secure values, the university needs to position itself cleverly within the supercomplex world. In this regard, the view of the student teachers of this study articulates with Barnett's (2000c) supercomplex pedagogy which is communicative, engaging, open, free, disturbed, and provocative.

Secondly, the eagerness to gain knowledge identified as a theme from the analysis of the findings of this study relates to the ontological dimension of higher education. According to Barnett (Bengtsen, 2018), functioning effectively amidst supercomplexity is about 'being', not 'knowing'. The core issues faced by the post-modern university are ontological rather than epistemological. In the contemporary era, the university is responsible for its own form and character (Barnett, 2011; Barnett, 2013) while acknowledging that, as an ecological university, it has a "civic role to play in the world" (Barnett, 2000a, 170). The kind of education that the contemporary university provides should also be relevant to a supercomplex world. The views of the student teachers who participated in this study confirmed this by indicating that there are other transcendental reasons for attending university, such as character development or social skills development, which are much more important than obtaining a degree or high marks.

To conclude, the new nature of knowledge and a preponderant attention to ontological aspects concur with specific implications of a supercomplex pedagogy, as mentioned before. The eagerness to gain knowledge that emerged as a theme from the analysis of the findings of this study stressed similar ideas of that supercomplex pedagogy. In a supercomplex world, knowledge is public, and the university faces identity challenges related to the new nature of knowledge. Barnett (2000c) suggests that notions of inquiry, learning and questioning are more suitable for a post-modern university. The student teachers of this study affirm that these processes of inquiry, learning and questioning imply intellectual as well as social learnings, as part of a much broader understanding of 'critical thinking' that implies 'critical being' and 'critical action' to interact constructively and tolerantly with the reality in which student teachers and universities are mutually immersed.

7.4 Conclusion

This chapter provided a discussion on the findings of the study. The two levels of analysis were discussed. Firstly, the findings related to my first research question and then the discussion and theory of the findings of the study related to both research questions based on the literature consulted and my theoretical framework.

I presented the theoretical proposition of the study. I emphasised the theoretical explanation for how and why the student teachers who participated in this study formed their views on the role of the university. Furthermore, I discussed and theorised my findings by comparing them to the literature reviewed and my theoretical framework. In the process, I identified the similarities and differences between my findings and the literature. I accounted for any disjunction between the two and proposed possible theoretical and philosophical explanations for any divergence and adherence. This discussion generated an answer to the second research question and leads to the thesis of this study. The next chapter will bring the study to a conclusion.

CHAPTER 8: CONCLUSIONS

8.1 Introduction

This study set out to investigate the views of student teachers on the roles of the university. The study was guided by two research questions namely: 'what are the views of student teachers of the University of Pretoria on the roles of the university?', and 'how and why did these views emerge?' In chapter 7, I analysed and discussed the findings presented on chapters 5 and 6, in relation to both research questions, my literature review and my theoretical literature. In the process, firm conclusions and a theorization were reached on the views of student teachers on the roles of the university; and how these views were shaped and why the views emerged. In this final chapter, I conclude the study by reflecting on the main findings in order to advance my thesis and suggest recommendations.

I begin by reviewing the previous chapters in order to provide a perspective of how I arrived at this point. Thereafter, I summarize the findings of the study by relating them to the research questions posed. This is followed by a reflection on the suitability and effectiveness of the methodology used. The next section will focus on my personal and professional reflections, which include recommendations for practice. Finally, I will reflect on the contribution of the study to the gap identified in the literature after which the study is concluded.

8.2 Review of the study

This section provides an overall review of the study. I will briefly refer to each of the previous chapters and explain what was covered and highlight the key point of each chapter.

Chapter 1

Chapter 1 was an overview and introduction to the study. In this chapter, I provided the background and context in which I dealt with the historical development of the roles of the university and the views of the students about these roles from the Middle Ages to the present (refer to sections 12 and 1.3). I discussed the traditional and contemporary roles of the university in order to grasp new roles attributed to it. Additionally, I sought to understand how and why the views of student teachers on the roles of the university emerged. Thereafter, I developed a researcher identity memo, an explanation of my rationale and motivation in conducting this study (see sections 1.4 and 1.5). I also highlighted the statement of the research

problem, purpose and focus of the study and stated the research questions (refer to sections 1.6 to 1.8). Furthermore, I briefly explained the theoretical framework that underpins the study and the research methodology for data construction process and analysis to give a glimpse of how the study was planned and conducted to answer the key questions (sections 1.9 to 1.11).

Chapter 2

In chapter 2, I reviewed the literature related to my research topic. I first discussed the literature review, its function and execution (see section 2.2). The review was carried out thematically in order to locate a niche for my study and a platform for discussing my findings. I reviewed literature on the following themes: the nature and the roles of the university and the views of university students, including student teachers, on the roles of the university (refer to section 2.3). The nature of the university was described from an historical perspective tracing its origin in the 11th century and its development during the Renaissance and Industrialization during the 19th century up to the present. In my discussion, I distinguished between traditional and contemporary roles of the university (section 2.3.2). Thereafter, I discussed students' views on the roles of the university as part of providing the rationale for the academic category entitled 'student views'; a conceptualisation of 'the views of the student'; as well as three main reasons why listening to the views of students is important for the university (refer to the section 2.4). The views of university students and student teachers on the roles of the university were also explained and discussed from a positive and negative standpoint, from a global perspective with special reference to South Africa.

Chapter 3

This chapter is a continuation of the literature review initiated in chapter 2. However, in this chapter I focused on theoretical literature. I reflected on theory, its key elements and how theory is used (see sections 3.2 and 3.3). Thereafter, I explained a theoretical framework and its function in section 3.4. I further explained the chosen theoretical framework of this study, Barnett's philosophy of higher education (Barnett, 2011; Barnett, 2013; Barnett, 2016; Barnett, 2018), its concepts and assumptions, as well as how I assimilated this theory into my research project (sections 3.5 and 3.6).

Chapter 4

In this chapter, I described and justified the choice of the research methodology applied in this study in order to indicate the route I followed to propose answers to the research questions

posed. This study is a qualitative exploratory case study, informed by a social constructivist paradigm (Interpretativism) because its aim was to have a deeper understanding of the views of student teachers on the roles of the university. My sample consisted of five participants, all education students from the University of Pretoria hoping to become teachers, who participated in two stages of the methodological process. Initially, my sample was selected purposively; thereafter, I applied convenient sampling because of the nature of the study. I used arts-informed methods such as drawings and photovoice combined with in-depth individual semi-structured interviews and field-notes from observations as data gathering methods for the data construction process (refer to sections 4.1 to 4.6). Thereafter, in section 4.7, I explained the use of ATLAS.ti 8™ software and the general research methods for data analysis, namely: member reflections, reflecting with supervisor, denotation and connotation of drawings, and photovoice analysis techniques. Similarly, I explained the analysis processes of the data and findings of each research question (sections 4.8 to 4.11) and how this study fulfils eight criteria of quality in qualitative research (Tracy, 2010) in section 4.12.

Chapter 5

In chapter 5, I engaged with the first level of analysis, which was to analyse the views of student teachers on the role of the university, considering my first research question. I presented the analysis of my data based on a thematic narrative (Riessman, 2008) by describing each of the themes identified of the participants of this study. These findings support the notion that the university has a role in the students' development as persons; to provide quality teaching/learning processes that should balance an intellectual and a practical use of knowledge, be relevant, holistic, and uphold and pursue love of knowledge in the students. Other traditional aspects on the role of the university were also mentioned. Finally, the participants' views emphasis on the community development role of the university was explained.

Chapter 6

In this chapter, I engaged with the second level of analysis, which was to analyse the causes that explain the views of student teachers on the role of the university that is the second research question. The analysis of these findings leads to the conclusion that the family, specifically fathers and mothers as individuals are a strong cause of the students' views on the role of the university. Similarly, other causes as personal life experiences inside school or university and educational experiences outside schools and university seemed to be important, for example,

through an individual influence of a teacher at school or a mentor inside or outside the university. It was also important the practice of personal self-reflection as a cause that explains the views on the role of the university. I also presented the analysis of my data based on a thematic narrative (Riessman, 2008) by describing each of the themes identified about the causes (meta codes) that explain the views on the role of the university according to each participant.

Chapter 7

In chapter 7, I dealt with a discussion of the findings from chapters 5 and 6. Initially, in section 7.2, I discussed the findings of my first research question and later in section 7.3, I synthesised the two sets of findings from my two research questions into conversation with each other to obtain an authentic understanding of my data. I discussed and theorised my findings by comparing them to the literature review and my theoretical framework. In the process, I established the similarities and differences between my findings and the literature, accounted for the disjunction between the two and proposed possible theoretical and philosophical explanations for the divergence and adherence.

Chapter 8 concludes the study.

8.3 Relating the findings to the research questions

This section shows to what extent I have achieved the purpose of the study. The research questions are mentioned and reviewed to demonstrate how adequately the study has addressed the research questions. Each question has been addressed separately and the findings summarised and theorised in response to that question.

Research question 1: what are the views of student teachers of the University of Pretoria on the roles of the university?

This study revealed a preference on the views of the student teachers, namely: to value and develop the human aspect of the students; to develop social skills in the students; to provide a practical, experiential and relevant education; to promote community development; to teach holistically, to develop intellectual and academic skills in the students; to prepare students for

employment and wellbeing; to provide a physical space, facilities and a degree; to fill in the after-school educational gap; to provide a pleasant physical space; to provide emotional, material and vocational support; to ensure the sustainability of the society and encourage self-reflection; and to provide a physically safe space for students, to conserve the natural environment and preserve historical documents.

A key finding of this study which forms part of the set views of the student teachers is that the university has a role to value and develop the human aspect of the students, especially their individuality, culture and capacities. This finding aligns with previous studies that affirm that, from the time of its origins during the Middle Ages, the university's role was to seek the personal development of students (expressed in mastering the contents of theology, medicine or law, or the adherence to moral values) rather than merely degree accreditation.

The student teacher participants in this study challenged the notion of education as merely an efficient investment and students as customers, which is as part of the Human Capital economic development perspective in accordance with Neoliberalism. The participants' view rebuts the claim that the university is primarily an efficient investment that promotes education as a mechanical process, which often affects learning or personal development negatively, or makes the university a passive, technical provider of education.

Another set view of the student teacher participants on the role of the university is that it develops social skills in students. Findings indicate that the university should contribute to developing empathy, cultural and racial tolerance, emotional and social skills in the students, which together promote intercultural understanding and interaction. Student teachers suggested that a significant role of the university is to provide a social degree to students. It was affirmed that the functioning of intellectual communities among university members, especially students and teachers, is a distinctive part of what it means to be a university.

The last set view of the student teacher participants on the role of the university is that the university should provide practical, experiential and relevant education current to what is happening in the world. This finding clarifies what student teachers regard as effective university teaching/learning. The student teachers identified the need for a more comprehensive concept of critical thinking as part of the academic role of the university, which should include a practical, experiential and relevant aspect.

As a conclusion of the discussion of these three set views of the student teachers on the role of the university, it is striking that the university's traditional role to provide a degree is not foregrounded. The literature consulted is challenged to a certain extent since the student teachers in this study did not consider that the main role of the university is to provide a degree as the chief motivation for university study as other studies affirm (Lamanauskas *et al.*, 2012; Tinto, 2017). The findings indicated that attention should be given to the type of teaching/learning process that the university should provide. According to the participants' views, the process of teaching/learning should develop students in their humanity; should develop students' social skills to promote intercultural understanding and interaction; and should be practical, experiential and relevant to what is happening in the world.

It emerged the pattern that student teacher participants saw the university's role as holistic teaching. The process of teaching/learning should cover intellectual, social, emotional and physical aspects and include learning opportunities to allow students to explore their interests apart from academic endeavours and beyond their own subject disciplines. The university should encourage the development of responsible leadership among students, which is not focused on entitlement, but focused on taking responsibility for the benefit of others.

Another emerging view of student teacher participants on the role of the university is that the university should promote community development by including activities of community engagement; the university should be accessible to the community and should avoid both a self-centred focus on intellectual concerns and racial and economic exclusion. Further, student teacher participants claimed that a university should play a role in favour of equality, especially in promoting economic accessibility to students.

Another emerging view of the student teacher participants on the role of the university illustrated in the drawings and photographs is that the university should develop intellectual and academic skills. The university should foster a love of knowledge and provide academic support to students. The student teachers regarded this as a core role of the university, which is consistent with the university's historic past. The student teachers implied a clear relationship between the university and the great value attributed to knowledge, which they described as the love of knowledge.

Further, student teacher participants maintained that a university should produce employable graduates. The university should prepare students for a chosen occupation and suitable employment. Similarly, it is a role of the university to encourage the wellbeing of the students after they complete their university studies and are eligible for the job market.

Student teacher participants also expressed their views that this institution should provide an adequate physical space, suitable facilities as well as awarding degrees. A physical space and facilities such as lecture halls, a library and Wi-Fi access, are needed to conduct teaching/learning activities. Moreover, a university has a role to confer degrees for accreditation and professional growth of students. However, this was stated only as an emerging view of the student teachers and was mentioned four times. This latter position on the role of the university was not a set view of the student teacher participants and is thus in contrast with the extant literature on the topic.

Finally, the last emerging view of the student teachers on the role of the university is that the university has a role to fulfil in closing the after-school educational gap that is a result of poor schooling in South Africa in order to equalize opportunities among students. While previous studies have focused on academic debates about the role of the university from the traditionalist and the progressivist positions (Lategan, 2009), this finding demonstrates that, from the view of student teachers, the university should narrow the educational gap caused by a lack of quality schooling. Student teacher participants felt the university has a key role to play in promoting equity among students, strengthening social justice and democracy and thus redressing the apartheid legacy. This related to the importance of improving the student retention rate among disadvantaged, low-income students, which will reduce class inequality, especially among the less privileged population.

Another embryonic view of the student teachers on the role of the university is to do and teach academic research. The student teachers affirmed the university's contribution to the development of industry and the sustainability of society through research.

An embryonic view expressed by the student teacher participants was the role of the university in providing a pleasant physical space. While much is known about the university's role in producing research, little is known in this regard. The drawings and photographs produced by

the participants portrayed the university as a second home or a new residence. They saw it in an immensely positive light in contrast to a township or other unsafe places, as described by Ruvimbo. This unveils a gap in the academic literature that requires further study.

On the other hand, this finding highlights the historic role of the university in doing research. The idea of research that is meaningful, practical and useful to the society and which challenges the social *status quo* emerged from the analysis of the drawings and photographs. Notwithstanding the consensus around research as a core role of the university, this study found that research was not a set view of the student teacher participants.

Another embryonic views of the student teachers on the role of the university is that the university should provide emotional, material and vocational support to students. This role was depicted by the fact that the university offers accommodation in residences especially to students who left their hometowns to attend university. Another finding is that the university should provide material support to students in terms of physical and medical needs. Finally, student teacher participants felt that the university should assist in the clarification of vocational choice by exposing students to different professions during university study. This was illustrated by the metaphor of the 'shoes box cover', where Helen explained that the role of the university is to give students the 'shoes' of a profession so that they can try them on and walk in them, thereby experiencing a profession before actually entering the workplace. Since the university has different Faculties, or 'shoes' available, the university should allow students to try on different 'shoes' until they figure out the best fit and hence, discover or strengthen their vocations.

Another embryonic view of the student teachers on the role of the university is that the university should ensure the sustainability of the society and as be self-reflective as an institution. It was perceived as a trend in the participants of this study considering the university as a self-reflective institution that grows in different spaces, adapts to changed times, and seeks to remain relevant. This view resonated with Barnett's (2016) call to differentiate the university from the predominant entrepreneurial model and to emphasize the importance of the university's sociological and philosophical dimensions.

Finally, the last embryonic view of the student teachers on the role of the university is not only the provision of a physical safe space for students, but also for the natural environment, as jacarandas trees, as well as for the preservation of historical documents and resources. I am aware that the #Fees Must Fall student protest in the University of Pretoria influenced the views of the student teachers of this study on the role of the university as discussed in chapter 7. In this context, while the view on the role of the university to provide a safe physical space for the students is obvious with regard to teaching/learning processes, what emerged from the data analysis was the role of the university in conserving the natural environment and preserving historical documents and resources. The student teachers thus suggested a new dimension of the role of the university that the literature consulted did not discuss to a large extent.

The summary of the trends in the findings presented above shows that the views of the student teachers on the role of the university emphasise the value of the human aspect of the students, the development of social skills, the provision of practical, experiential and relevant education related to what is happening in the world; the role of the university to provide a degree is absent. Thus, the above section dealt with the first research question. This conclusion raises a question as to how and why these views emerged. It is to this question I now turn in the next section.

Research question 2: How and why did these views emerge?

In this section, I provide a discussion of the theoretical and philosophical explanation as to how and why these views emerged.

One of the major themes that explain how and why the student teachers came to hold their views on the role of the university deals with their personal experiences outside school or university. The findings indicate specific causes that underlie student teachers' views on the role of the university as follows: the practice of personal self-reflection; personal life experiences outside school or university; role models outside the university; the influence of collectives such as a church or a community; and personal experiences of the media and labour market, as well as the individual pursuit of self-actualization.

The value of human personal development was pertinently stressed as part of motivation for the views of the student teachers on the role of the university. The data analysis clearly identified a set cause as 'the practice of personal self-reflection', as in the case of Ruvimbo.

This related to her reflections on the living conditions of her place of origin; inequalities perceived in terms of income, quality of life and access to educational services; a concern about the lack of community development having given way to self-centrings; the importance of choosing her educational career but to develop new capacities in between being a university student; and fears of financial lack which drives Ruvimbo to plan for and work towards ambitious goals to avoid financial distress.

'The practice of personal self-reflection' had a striking impact on student teachers. Personal life experiences inside or outside school or university motivated these participants; however, Ruvimbo articulated best, by obtaining several insights and experiencing certain emotions. Examples follow: feeling frustrated with doing nothing to improve the terrible conditions in a community; the recognition that one should help one's community; a good life is the result of living responsibly; learning to distinguish between what is needed and what is not needed; selflessness related to material things; developing faith in God; appreciation of what one has currently; the importance of planning to supply needs and accomplish goals; seeking personal growth by engagement and skill development; and understanding each experience as a preparation for future challenges. All these insights and feelings value human personal development.

'The importance of being in contact with the world' was also strongly emphasised as a cause that explained the views of the student teachers on the role of the university. Findings clearly stated as a set cause: 'the personal life experiences of the student teachers outside school or university'. The student teachers indicated several life experiences outside school or university, namely: life in a foreign country; being a volunteer teacher at a school or volunteering at a church; facing family pessimism and lack of support in pursuing university education; and involvement in extracurricular training such as training for public speaking.

These personal life experiences outside school or university had a striking influence on the student teachers. The participants affirmed that these experiences produced or enhanced several insights, namely: to value hospitality and openness to new cultures; to develop understanding of people's needs; to persevere in pursuing university education regardless of lack of money and family support; to develop self-confidence to interact with people; to develop a love of learning and sharing knowledge with others; to recognise the impact of a suitable learning environment to study; and to be more sensitive and aware of conducive learning environments.

Similarly, 'the individual influence of role models' was an emerging cause that explained the views of the student teachers on the role of the university. Regardless of the consensus, Ruvimbo explained best by affirming the influence of a famous pop singer and performer such as Beyoncé, or a successful business entrepreneur such as Ms. Modise. The example of the role models boosted her motivation to pursue values such as: hard work to develop professional skills; appreciation of hard work; recognition of outcomes as evidence of success; the aspiration to influence others positively; and the value of advice and support from a role model.

Another major theme that explained participants' views on the role of the university was their educational experiences inside the school or university such as the influence of a teacher or a tutor at school, of a mentor inside the university; and of collectives such as university friends, schoolteachers or the school as institution.

The esteem for social relationships was also emphasized as cause of views of the student teachers on the role of the university. An emerging cause was 'the relationship of a student teacher with a mentor inside the university'. In one instance, Temmi described her relationship with an administrator of a Faculty and an educational mentor at her residence. As a result of these relationships, Temmi experienced university education as a supportive endeavour.

Another embryonic cause in terms of esteem for social relationships was 'the collective influence of friends who studied at the university'. Based on this influence, Temmi indicated that she appreciates the university educational experience. The consistency between the views of the student teachers on the role of the university and the underlying causes related to the esteem for social relationships resonates with the ancient nature of the university as a community of teachers and students.

'The appreciation for the educational experiences as part of school or university', positive or negative ones, was strongly emphasised as a set cause that explained the views of the student teachers. Examples of positive experiences are: doing home-schooling, which contributed to managing peer pressure, positive self-esteem and appreciation for human differences; learning experiences as part of a specific subject, such as architecture or history at the university, or biology at a school; or the positive experience of professional practice teaching. Other negative educational experiences are: experiencing a student protest when starting university which led

to feelings of insecurity on campus, or having to postpone studies because the campus was closed by security measures; the unpleasant emotions witnessing student violence on campus; and personal experiences such as sharing interpersonal crisis with a friend at university.

These 'educational experiences at school or university' had a striking impact on the student teachers. The participants affirmed that through these experiences they learnt to value educational matters, namely: critical thinking about own perceptions, being reflective and creative; receiving support in studies; to appreciate the ecosystems sustainability and relate it to the university; to understand that it is important to be responsible as a part of their own ecosystem; to promote putting knowledge in practice rather than doing mainly academic work; to understand that a role of the university is to provide physical security to the students; to value the importance to having a safe environment suitable for learning; to value networking among university students as a personal support and as a source to increase future job opportunities; and to reflect on the importance of having a healthy self-identity as a university student.

As a conclusion of this section, the views of the student teachers on the role of the university and the causes that explain these views are strongly proportional to students' own educational experiences at a school or university. Some of these experiences are: experiencing a student protest; visiting the historical repository at the university; participating in critical yet tolerant and open discussions in class; fulfilling leadership positions in the university; dealing with emotional crisis and the need for emotional support; doing practice teaching; experiencing security in a university residence or lacking it; experiencing or observing vocational crisis in classmates; transferring ecological concepts to the social world; experiencing or observing classmates who need educational or material support. These experiences are significant regarding views of the student teachers on the role of the university. Other major themes that explained how and why student teacher participants developed their particular views on the role of the university is the influence of family members, such as parents, grandparents and siblings or the family as a collective.

The university is highly experiential. Student teacher participants did not enter university merely for intellectual or academic purposes. Life and educational experiences inside and outside schools or universities are pivotal causes for student teachers' views on the roles of the university.

The influence of family relationships that value education was emphasised as part of the causes that explained the views of the student teachers. A set cause that explained the view of the student teachers was 'the influence of the parents as individuals'. Students were also influenced by a house guardian, a lecturer, an autodidact or a manager. The student teachers derived several insights from these set causes such as: an understanding of the university's task; appreciation for empathy and care; the value of education; the habit of reading; the ability to appreciate, critique, discuss and analyse information; the value of strong leadership and hard work; to value the strategic use of data; and a rejection of materialistic and money-driven organisations.

Another emerging cause that explains the views of the student teachers on the role of the university was 'the family as a collective'. Through this family influence, the student teachers valued information and learned to be critical of it; understood that after obtaining a degree, family members functioned as positive role models; and developing appreciation of parental strict discipline that sheltered children from negative influences.

Finally, another trend observed in the analysis is the embryonic cause of the influence of the student teachers' relationship with a grandparent and a sibling as individuals. These relationships, for example in the case of Katie, promoted a love of knowledge and pursuit thereof through research.

Hence, the findings of this study concur with the literature consulted about the significance of families, especially parents, who have provided funds and made sound decisions related to children's education since the Middle Ages. The family has a strong influence in educational matters and plays a decisive role in decisions about studies. As the findings indicate, family members as individuals or as a collective also act as role models or inspirational references for student teachers.

The student teachers' views of this study express a *zeitgeist*[10] of where the university is. Currently the university suffers pressures from a culture of audit and assessment in the name of greater accountability, also called managerialism; crowded campuses that reduce individual attention, making learning more anonymous and self-determined, among other aspects (Smith & Webster, 1997b). These pressures jeopardize and neglect human aspects, provoking protests claiming changes in the current university project. The social demands in South Africa expressed in student protests such as #Rhodes must fall, #Fees must fall or #Afrikaans must fall are clear expressions for a more humanitarian and inclusive university, that narrow the after-school educational gap caused by a lack of quality schooling, and to be in contact with the world-work and reality. The trends observed in the student teacher views of this study seemingly concur with demanding a change in the foregrounded roles of the university. The student teachers strongly emphasize valuing and developing students as persons, in their individuality, culture, and social capacities as part of communities. It is a student demand to change the university knowledge project, for a university based on an ontology project, where 'being' is more important.

I perceived changes and continuity on the views of the roles of the university. This merge of perceptions provides new ideas about the university' roles. I recognize some persistent/continuous roles of the university since the Middle Ages coming from an historical trajectory over time, namely teaching/learning, degree provision or community engagement. Others roles are perceived differently or anew about these historical views and are related to the *zeitgeist* of this contemporary world. Student teachers started thinking slightly new or in a fresher manner about the historical roles of the university.

This study seems to provide lens to the future educational agenda and implications for education as a profession. From the student teacher views, their future professional practices in schools probably will also prioritize humanitarian and caring aspects (the ontology of 'being') rather than fostering an epistemology project based on knowledge.

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[10] *Zeitgeist* is a word that comes straight from German: *zeit* means 'time' and *geist* means 'spirit'. Hence the 'spirit of the time' is what is going on culturally, religiously, or intellectually during a certain period Vocabulary.com. 2019. *Definition of zeitgeist*. [Online] Available from: https://www.vocabulary.com/dictionary/Zeitgeist [Accessed: 2019/12/06].

I perceived contradictions and ambiguities as part of this tension between what the university prioritizes in its policies, and these young student teachers' views. From one side students demand changes in the epistemology project of the university, but at the same time, students keep on attending university to have good jobs, better lives, more money and be inserted in the entrepreneurial world. The student teachers seem to reject these values and practices; however, they do not totally discard them. It seems that they learnt how to 'dance' with them.

The above discussion illustrates various theoretical causes on how and why the views of student teachers on the role of the university emerged. However, as stated earlier these views cannot be generalised to a broader South African or global context since the purpose of my study was primarily to understand the views of a small purposefully selected sample. My main purpose was to provide a 'porthole of a shift' or a 'dipstick' temperature of these student teachers' views and its implications for education. The social philosophy of higher education theory of Barnett provides a useful and authentic understanding into the role of the university of these student teachers in a contemporary South African context. Hence, this discussion has addressed the second research question and contributed to the thesis of the study.

This study has added to the existing body of literature on the views of student teachers on the role of the university. However, I do not claim to have produced totally new knowledge about this topic, but new insights have been generated. In other words, I enhanced knowledge on the views of the student teachers on the role of the university in a contextual sense on two levels: South African student teachers and university students in general. As it was the motivation to conduct this project (chapter 1), this study enriches the current literature on the range of views on the role of the university as stated by diverse university stakeholders. Key stakeholders are the student teachers, who have been the focus of research investigating different themes, such as teaching practice or views on educational tools or methodologies, but few studies have inquired into the views of university students, especially student teachers, on the role of the university. My study also differed from previous work because I used a novel methodology that uses arts as an elicitation process and thus provides a hospitable, engaging and creative way for participants to freely express their views.

Hence, new insights, as outlined above, have emerged based on authentic views on the role of the university from student teachers. At the same time, the literature is also challenged by disagreeing that education as efficient investment or students as customers is the main purpose for university attendance. This is the biggest contribution of my study.

The relationship between university and knowledge is historical and embedded in the university nature. I am aware about the contemporary debate in South Africa about curriculum transformation based on epistemic justice (Walker, 2019) and I am mindful of "epistemic forms of injustice" (Fricker, 2015, 15), which is understood as the "wrong done to someone as a knower [for example student teachers]" (Walker, 2019, 5). In this regard, Walker and Fricker propose the need to listen to university students about the content of knowledge and the way they are taught in order to realise their full capabilities. In other words, to include university students as "epistemic contributors" (Walker, 2019, 6). In this context, the student teachers of this study as per Barnett, as part of the supercomplex world, recognize the relationship between university and knowledge but stand for a new nature of this relationship. The student teachers of this study are looking for an ecological university, which in an ontological sense, its foregrounding is the ontological rather than epistemological. These student teachers concur with Walker (2019) by observing that the role of the university is facilitating knowledge (but not only it, neither first) and to foster primarily a variety of capabilities in the students such as personhood, co-operation, compassion, social skills, empathy and relational cultural skills.

8.4 Methodological reflections on the study

In this section, I evaluate and critically reflect on the research methodology used in this study to address the research questions.

There were some aspects of the methodology that were problematic. I lacked participants which affected the sampling. Beside my best effort to use intensive, diverse and creative ways to contact the participants, I did not achieve a representative sample of students for the Faculty of Education of the University of Pretoria in terms of gender, ethnic group or educational level. From 4380 student teachers on the contact study programme by June 2017 (University of Pretoria, 2017), I have only five student as participants. I had to face the apathy of the student teachers or unwillingness to express their views. I found that in some cases they were afraid to be part of a research project that involved 'student teachers views' especially after the #Fees

Must Fall student protest. I acknowledge the influence of this student protest in the context of the study since during the time that this study was conducted, there was still the memory of student agitation on campus threatening to disrupt academic activities. In this process, I learnt the importance of being flexible, creative and resilient in research. However, I realised that an information-rich qualitative study is feasible only with a small sample.

I also misunderstood the trustworthiness of a qualitative study. Initially, I diligently worked on being accurate in the use of the words and expressions of the participants. I made my analysis visible to others using an audit trail (Lochmiller & Lester, 2017) of my decision-making process during data analysis attempting to remaining 'true' to the participants' denotation and connotation of their drawings and photographs and thus I believed that I avoided imposing my own views. I made tables and networks to display my coding process as described in chapter 4. Nevertheless, I realized later that I was constantly interpreting my data and that the words that I was using were not necessarily the participants' exact words, but 'my words of their words'. It was an insight for me to acknowledge this tension. In the process, the eight key criteria or markers of quality in qualitative research of Tracy (2010) modified my understanding of trustworthiness.

I also found the statistical criteria of the University of Pretoria census, especially in terms of ethnic group, problematic. According to the Bureau for Institutional Research and Planning (University of Pretoria, 2017), the University of Pretoria census considers the population of the black race, as not equal to the white one. In this sense, all the African students such as: coloured, Indian and unspecified race students are included in this statistic as part of the white race students' group. The one who do not fit in these criteria are categorized as 'other'. This is a clear example of the university's non-humanitarian treatment of its students. Considering the meld of races in South Africa, I wonder how a coloured or an Indian person with a white influence could be categorized. If a person would feel equally treated as being ethnically categorized as 'others'. How does one categorize people from other races such as Asian or Hispanic? This categorization seems to be a residue of an unequal society that was based on people's value according to their race. It lacks racial/cultural sensitivity and therefore it humiliates students' humanity. Besides, it is confusing to apply, hence extremely misleading.

The methodology used enhance a collaborative process. I constructed data based on the interaction and collaboration between myself and the student teachers who participated in the

study. The participants were repositioned as producers or directors of the research process, for example, by the photographs that were taken which was a very engaging process. The participants were inquirers in the research process as 'researchers with' instead of being simply respondents.

Similarly, the methodology used allowed for a crystallization process. The multiple data sources and the diverse methods for data construction and analysis made possible the crystallisation of the findings. Using drawings and photographs facilitated and enhanced a clearer expression of the views of the student teachers, created insightful metaphors, deeper descriptions and discussions in ways that would have not occurred if participants had just reported narratively. All the participants agreed on the outstanding potential of the arts-informed methods to foster reflection and creativity; they found the methods challenging, insightful and pleasant to encapsulate their views in a drawing or in a photograph.

The arts-informed methods used in this study also promoted a sense of empowerment with much potential for enacting change in and through my participants. Some participants expressed that their involvement in the study led them to insights which inspired personal reflection on the role of the university in their lives. These reflections persuaded them to make positive personal changes.

In a future attempt to use arts-informed methods in research, a video recording process could be beneficial to recall the view of the participant and relate it to the section of the drawing or a specific aspect of a photograph. Videos would have facilitated easy recall of self-reflection and subjective feelings and would have helped to make sense of field-notes based on the interviews.

8.5 Personal and professional reflections

Conducting this study was a personal and professionally enriching experience.

At a personal level, I understood that 'ideas take time to be clear'. The academic process, especially in doing a Ph.D., requires time to reflect; to read; to write and rewrite; to discuss and write again. In this journey, 'speed is not a friend', which means that doing things in a hurry is not an option. It is better to follow the process and do it properly.

I also learnt that doing a Ph.D. is a 'selfish endeavour'. It will require giving it priority over other personal interests and should have a big space in your agenda. I did not understand it well at the beginning of my studies. I combined my Ph.D. studies with having a social and cultural life in Pretoria by attending functions, academic discussions -related or not related to my research topic- or practicing new hobbies. When I decided to be fully engaged in my studies is when I started to achieve meaningful progresses.

Similarly, I learn to be teachable and to be willing to be guided in a long-term academic journey. In the process, flexibility, truth, engagement, discipline and respect were important to keep the relationship with my supervisor alive and productive.

To have an engaging and sincere relationship with my supervisor also helped. My supervisor helped me to clarify my research topic based in my own interests; to make it doable; and to build up trust in myself through achieving small portions of works, for example, a discussion of a concept or a story about a participant's view. At the end, the sum of these small productions ended up in a section of a chapter and then in a whole chapter. These sections were like building blocks of a house, which is this research project. In the process, I found it useful that the emphasis was not in a meticulous review of the English writing or in formatting documents, rather than in the flow of the ideas around the focus of the study. This practice enlarged my sense of accomplishment and developed my security through the Ph.D. process. I audio recorded each conversation with my supervisor to keep on reflecting in the ideas discussed as well as to enhance communication, especially when English is not your first language. In general, I found this supervision strategy formative.

Finally, I learn to 'be proactive' in pursuing a long-term project by taking advantage of all opportunities that the University of Pretoria provided for Ph.D. students. In this regard, during the five years as a Ph.D. student, I attended three two-day workshops about use of ATLAS.ti 8™ software; two workshops about using EndNote reference software; a five-day writing retreat; and two workshops about using Microsoft Word for formatting a thesis. Moreover, I used the service of the academic advisers of the current Graduate Support Hub of the Department of Research and Innovation to seek academic advice; the Unit for Academic Literacy for editing my manuscripts, and the services provided of the Department of Library Services to request books and academic journals.

On a professional level, I gained an immense wealth of knowledge regarding my field of study, which influenced my teaching. For example, I become particularly aware of the views of student teachers that place emphasis on ontological aspects (about the 'being') rather than epistemological aspects (about 'knowledge'). This affects pedagogies used. Now I understand that a contemporary university as part of this supercomplex world should foster courage in the student and positively affirm them in their learning process amid uncertainty. In the process, the students may develop their own voice in response to the unpredictable, contentious and challenging world.

Another aspect that has stood out for me is the traditional role of the university as a community of teachers and students assembled around academic activities. Regardless that these communities pursued knowledge, virtue and human welfare prevailed even from the 11th and early 12th centuries in Europe. As a Christian this insight challenged me to be a virtuous person and a professional teacher who inspires his students.

Finally, on a professional note this study has broadened my research knowledge because I engaged in a new methodology and in a higher level of rigorous academic research. Through the study, I have been exposed to arts as part of a qualitative research. I perceived that the use of Creative Arts as a means of further communication to express and to explore the views about a particular research focus are immense.

8.6 Conclusion

The aim of this chapter was to conclude the study by reflecting on the process of the research project, drawing conclusions on the research findings, reflecting on the methodology in addressing the research questions, personal and professional reflection on the study and finally the contribution and conclusions of the study. To bring the study to a closure the conclusion was presented in four sections.

Overall, the study has contributed to the literature on the views of student teachers on the role of the university, and how and why these views emerged, therefore contributing to filling the gap in the literature. What is significant is that we now understand the views of student teachers on the role of the university which are similar and also different from the traditional and contemporary roles of the university, as well as new roles that are attributed to such an

institution. This study challenges the contemporary predominant knowledge driven and entrepreneurial university model and provides alternative ideas about a university from a new approach of engagement, optimism and social agency in imagining the university's future.

This study contributed insights and understanding about the views of student teachers on the role of the university in a public and a former traditionally Afrikaans-medium university, such as the University of Pretoria. Nevertheless, I recognize that universities are resilient and traditional to adhere to certain ideas and practices that require time to happen. The university does not change radically in a short time.

The student teacher participants predominantly opted for an ontological role of the university such as the development of students as persons, rather than a predominant role of the university that emphasises epistemological matters, in other words, a role related to teaching/learning or doing research. For these student teachers, the university's role was and should be the personal, moral and character development as part of a teaching/learning process.

I am convinced that the university should rethink its current diverse and sometimes contradictory roles, to develop a new epistemological consciousness of its own insecurities as part of a supercomplex world (Barnett, 2000c), and recall its original role in fostering a new mode of being rather than overestimate epistemology aspects. The main student's belief is not to reject knowledge, but to consider knowledge less, and people more.

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Appendix 1: Orientations and questions of the data construction process

Data construction methods	Questions for data construction methods
Stage 1: 60 minutes 1. In-depth individual semi-structured interviews 2. Drawing Materials to provide: • Paper for drawing (A4) • Coloured pencils • 1 Pencil	I explain the nature of the research, and give a brief description of the rationale and motivation of this study to the participants: In summary, I say: "My name is Carlos Tirado, a Ph.D. student of the Faculty of Education at the University of Pretoria. I am conducting an explorative case study using arts-informed methods. My Ph.D. topic is the views of student teachers on the roles of the university". My research questions are: • What are the views of the student teachers of the University of Pretoria on the roles of the university? • How and why did these views emerge? This study uses arts-informed methods (drawings and photovoice) complemented by in-depth individual interviews and field-notes from observations. I will use these strategies to guarantee your confidentiality and anonymity: • I will personally do all the transcriptions of the interviews. • Every transcription will have a code and I will make a code list. • The code list will only be accessible to me and my supervisor. • In the discussion of the ideas, I will use the code of the transcription and general references about the participants' profile. • I will send you the transcription of the interviews for member reflections. • I will do the final version of the transcription. I will read the 'Participant information sheet' to them and ask the participants to sign the 'Consent form'. I will ask them if they have any questions. Introductory conversation: I will register a brief profile of each student: gender, race, whether their parents went to university, and whether they are the first, second or third generation in their family to attend university. Questions: • **What is your name? What are you studying and in which Faculty of the University of Pretoria? Are you currently a full-time registered student at the University of Pretoria?**

Data construction methods	Questions for data construction methods
	• **Why do you want to be part of this research?** Interview about the drawing: • **Please make a drawing that explains your views on the roles of the university. You can do a drawing that resembles your views on the roles of the university.** • **Feel free to draw whatever comes to mind about the roles of the university. You can use colours and pencil.** • **You can choose the format that you want: vertical or horizontal.** • **Remember, I am interested in what you draw, and not how well you draw.** Orientations for the discussion after the participant has done the drawing: • **Please, explain to me what views on the role of the university did you include in your drawing?** • **Let's talk about your personal story. What do you think are the causes, experiences or knowledge that influenced you to have these views on the role of the university?** • **What do you think are the causes of why you think that the university has this role? / Or how have you ended up having these views on the role of the university?** I will keep the drawings of the participants and will discuss each section of the drawing with each participant. At the end of the interview, the student teacher will be requested to take ten digital photographs that represent her views on the role of the university. I will read with them the 'Short guideline to take photographs' and ask them if they have any questions. They will be asked to send their photographs to me by email or by WhatsApp before the second interview.
Stage 2: 60 minutes 1. In-depth individual semi-structured interviews 2. Photovoice Materials to provide:	Orientations for the in-depth individual interviews using photovoice method: I ask the participant: **How was the experience of taking the photographs? How was the process that you took to take the photographs?** Interview about the photographs: • Please organise your photographs in the order that you would like to discuss them: • **Why did you organise them in that order? Which criteria did you use to organise your photographs?**

Data construction methods	Questions for data construction methods
• 10 Photographs about their views on the role of the university.	• **What did you want to depict in this photograph? How do you relate this photograph to your view on the role of the university?** After discussing each photograph: • **Let's talk about your personal story, what do you think are the causes, experiences or knowledge that influenced you to have these views on the role of the university?** • **What do you think are the causes of why you are thinking that the university has this role? / Or how have you ended up having these views on the role of the university?**

Appendix 2: Short guideline to take photographs

Thanks for your willingness to be part of the study:

    "Student teacher views on the role of the university"

As part of the **<u>second interview</u>**, I ask you to take **ten digital photographs** that represent your views on the role of the university.

Please send your photographs to me by email or by WhatsApp before the second interview.

In the second interview, I will print each of the ten digital photographs you have taken in colour. We will then have a conversation about the photographs.

Please remember the focus of the study: your views on the role of the university.

Regards,

Carlos Tirado Taipe

Ph.D. Student, Faculty of Education, University of Pretoria

Mobile and WhatsApp no: ….

Email: ….

My Supervisor is Prof. Johan Wassermann; email:

Appendix 3: Outcomes of the preliminary exploration

The preliminary exploration was conducted in May 2017. I contacted a female and a male friend, both full-time students of the University of Pretoria to be part of this process. Each one belongs to an undergraduate and postgraduate level. One was of a black race ethnic group and the other one from a white race ethnic group. I used my office in the Human Science building, at the Hatfield campus of the university, to conduct all the interviews. I tested each of the stages of the research method process with each participant.

The preliminary exploration provided me very good insights about each of the two stages of the research methodology of the study. These are the most insightful inputs provided:

About the invitation sent to the participants:

- The best way to contact the participants was a combination of using email and messages through WhatsApp.
- The colour of the text of the email should be black and not blue. It provides more gravity and looked more professional, as mentioned by a participant.
- Both participants found it informative and comprehensive to read the documents sent to them: Participant Information Sheet and Consent form and they found the 'Short guideline to take photographs' clear as part of the second stage of the study.

As part of the in-depth individual interviews (stages 1 and 2):

- Both participants appreciated the relevance of the focus of the study.
- The Participant Information Sheet and Consent form should be read and explained at the beginning of the first interview.
- I should take note of the start and the end time of each interview. For example, the average of the in-depth individual interviews about the drawings (stage 1) was 70 minutes. The average time to do the drawing was six minutes; the first participant took three minutes and the second one nine minutes.
- Both participants stated that the place of the interviews was safe, comfortable and suitable for a conversation.

- The materials provided such as 24 coloured pencils and one white A4 paper to draw should also include an eraser and a pencil. These materials allowed the participants to draw easily and be able to make amendments to the drawing.

- One participant stated that although she does not draw too much and she felt weird to draw, drawing helped her focus to think deeper on what the drawing was about. She found it useful to write some words close to her drawings.

- One participant said that doing the drawings helped her to think about ideas for the photographs that she was going to take as part of the second stage of the study.

- Both participants found useful that during the drawing process, I did my own drawing to provide a relaxed atmosphere and take some pressure off the participants.

- A participant made a drawing about a personal assessing about how the current performance of the University of Pretoria, for example: in providing funds or addressing students' demands, and not about the role of the university, as a general concept. This misunderstanding made me aware that the orientations should be clear and to confirm the participants' understanding of these instructions. I needed to avoid any confusion from the participants.

- Using a mobile device to record the interview was easier, less intimidating and more practical to use rather than using a tablet. The first one recorded sounds better and facilitates the transcription process.

- The inclusion of two formats of papers to be used in the drawings: one horizontal and the other vertical, provided more flexibility for the participants to draw.

- One participant suggested providing a glass of water to support him in his explanations. The other participant found it kind to have a glass of water.

- After the interviews, it was better to transfer the audio files to Google drive. It was a faster process to transfer the files to Google drive and then send the link of the audio rather than using Bluetooth or email to transfer the files to a computer. This process was also useful as a backup store of the audios.

- At the end of the first interview, I recognized that I should keep the drawings.

- The date and hour of the second interview should be defined by WhatsApp message or email after receiving the photographs of each participant, not previously, to avoid putting pressure on the participants.

- It was useful to ask the participants about any questions that they found more useful. Both participants found the flow and the connection of the questions clear. However,

one suggested that I paraphrase the questions as: "Let's talk about your personal story, what do you think are the causes, experience or knowledge that influenced you to have these views on the role of the university?; or How did you end up having these views on the role of the university?"

- It was good to paraphrase or summarize participants' ideas and ask them if that was what they wanted to say or not. I should always ask them: "if this is what you mean? Or are you agreeing with this idea?"

- In the discussion of their views, it was useful to oscillate' between the drawings of the participants to help them to clarify their views.

- I sent WhatsApp messages and emails to both participants to remind them to take their ten digital photographs, to ask them how they were doing and if they had any question or needs.

- Both participants agreed to send me their ten digital photographs in approximately seven calendar days.

About the materials:
- To include a space for the signature of the participants on the Consent form.

- One participant suggested indicating in the drawing paper this message: "Feel free to draw whatever you have in your mind…" he explained that in this way someone could be free to draw random things (example: images or not) rather than to think that the drawing will be assessed.

- Both participants chose the vertical format to do their drawings. However, they appreciate that they had the option to take the horizontal format too.

- In one of the interviews, I included two pencils to test their use or not by the participants. The second participant was grateful have a pencil to write a concept close to her drawing and to draw first with the pencil and then draw it with the coloured ones.

About doing the transcriptions of the preliminary exploration:
- The process that I found more convenient was:
- To listen to the audios, take notes of the main ideas related to my research questions and type the main and important ideas of the audios.

- To transcribe verbatim the main ideas as well as to include as part of the transcription, my notes related to capture some expressions, silences or others, that could help to understand the participants' views better.

- Then, to listen again to the audio and to take specific note of the expressions, phrases or metaphors.

- Then, to read the transcription and to provide more descriptions to help the reader understand the transcription.

- I highlighted the words that I was not sure about regarding their meaning or writing. I requested the participants check the transcriptions of their interview. I provided them with the minutes and seconds of the audio where they could find the word that I could not understand.

- I provided a copy of the transcriptions to my supervisor to allow him to follow up the process.

- At the 60% point of the progress of the transcriptions, I printed the previous transcriptions to try to find recurrent topics, ones related to answer my research questions and unique or insightful topics that were related to my literature review, theoretical framework, or any other interesting topic in this frame to research more about it.

- To do the transcriptions in a chronological order allowed me to recognize my process in the research: to redefine a question, to know what I had to emphasise and to reflect on my performance as a researcher.

- I googled some meanings and the correct spelling of words, such as names and descriptions of places, modules or educational programs offered by the University of Pretoria.

- I realized that to film the interviews to facilitate the understanding of the views of the participants could be a good alternative. It could facilitate the relationship between the parts of the drawing with the explanations of the participant. It will facilitate to recognize the emphasis, emotions of the participants and to expose the readers to a direct contact to the sources of the study. However, I intentionally included two aspects in the transcriptions of the interviews: relating the explanations of the participants with the part of the drawings that they were referring to; and the second one, by including any relevant facial or emotional reaction such as silence, high tone of voice, and doubts in the participants' expression of their views on the role of the university.

- I learned that doing transcriptions was an exercise of a constant discernment, selection and decision making of things that the researcher includes or excludes as part of the focus of the study.

Appendix 4: Participant information sheet

Faculty of Education
The University of Pretoria
Groenkloof Campus
Leyds Street South
Groenkloof
Pretoria 0002
+27 12 420 5695

Faculty of Education
Fakulteit Opvoedkunde
Lefapha la Thuto

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Title**:**

Student teacher views on the role of the university

To:

My name is Carlos Tirado. I am a student at the University of Pretoria enrolled for a PhD Degree in the Faculty of Education. I am doing this research project in order to write my thesis on the views of student teachers on the role of the university. I am inviting you to participate in my research and would appreciate any assistance you can offer. I would like to **interview** you **twice** at times and places convenient for you. Between the interviews there will be a break of two to three weeks. Each interview will take about 60 minutes. I would like to digitally record the interview, but this will only be done with your consent and the recording device can be turned off at any time.

In the **first interview**, you will be asked to draw on paper to facilitate a clear expression of your views on the role of the university. I will provide you with the materials you will need such as a paper and coloured pencils. At the end of the interview, you will be requested to take **ten digital photographs** that represent your views on the role of the university; in other words, the role that you consider that the university has.

You will be asked to send your photographs to me by email or by WhatsApp before the second interview.

In the **<u>second interview</u>**, I will print each of the ten digital photographs you have taken in colour. We will then have a conversation about the photographs.

You are under no obligation at all to participate and you may withdraw at any time. A full transcript will be constructed immediately after the interviews. In addition, a transcription of your ideas will be sent to you by email for you to check your statements. I will personally construct the transcriptions.

At the end of the research project, should you request it, I will send a written report on the main findings of this research to the email address you have given me. All transcriptions, drawings and notes will be kept by my academic supervisor in a locked cabinet at the University of Pretoria until December 2022, after which they will all be destroyed.

At the end of the study, the data constructed, including transcriptions of the interviews, photographs and drawings, will be shared, for research purposes only, on the Registry of Research Data Repositories (re3data.org) to expand the knowledge on the research topic. Confidentiality and anonymity will always be maintained for all the participants. By agreeing to be part of this research you give copyright permission to use any the data obtained (drawings and photographs) from the study for research and future publication only.

I will contact you in a few days to see if you have any queries or wish to know more about this research project, or you may contact me by phone or email using the contact details below. If you wish to participate please complete the consent form. Thank you very much for your time and help in making this study possible.

Carlos Tirado
PhD student, Faculty of Education, University of Pretoria
Mobile and WhatsApp number: …   Email: …
My supervisor is Professor Johan Wassermann – email: …
Reference number of the Ethical Application approved: HU 17/02/02

Appendix 5: Consent form

Faculty of Education
The University of Pretoria
Groenkloof   Campus
Leyds Street South. Groenkloof.
Pretoria 0002
+27 12 420 5695

Faculty of Education
Fakulteit Opvoedkunde
Lefapha la Thuto

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Title:

Student teacher views on the role of the university
Researcher: **Carlos Tirado**

       I have been given and have understood an explanation of this research project. I have had an opportunity to ask questions and have them answered. I understand that the information I will provide will be used in research work. I understand that participants may withdraw themselves or any information traceable to them at any time without giving a reason.

I agree to participate in this research project on a voluntary basis: **(Please circle the answer)**

- **I agree** / **do not agree** to my interview being digitally recorded.

- **I do** / **do not** require a written report of the main findings of this research. If YES write your email address clearly: _____

- **I agree** / **do not agree** that data constructed as part of the study such as transcriptions, photographs and drawings will be used for research and future publication only, as well as to be sent to the Registry of Research Data Repositories (re3data.org) to expand the knowledge on the research topic.

Name of the participant: _____

Date: _____

Signature: _____

Appendix 6: Word clouds per participant (example)

Participant 1 Helen[11]
Word cloud of in-depth interview about her drawing

growing academic grow
system society good
tree country person education help students caring
mind architecture people student
new open
think stop life
role university emotional
get information
better world need roles support ecosystem give
believe big school able
interaction different responsibility
everyone time needs
residences

Word cloud of in-depth interview about her photographs

time
physical learn academic teach
profession study res education holistic saying department
shoes around taking roles community architecture responsibility
situation speak world want ride students school experience
residences bicycle use person think different faith
intellectual suddenly feel see top teaching
sustainable skills get take work thinking
difficult university family
management good support
someone residence
issues people understand photograph
place personal social group role interact mom
thought need black emotional
understanding

Share your views!

As **UP student teacher** …
what are your **views** on
the **role of the university** at present?

If you are a full-time student teacher at the University of Pretoria (under or postgraduate level) …
this invitation is for you.
My name is Carlos Tirado. I am a PhD student in the Faculty of Education at the University of Pretoria.

As part of my studies, I am attempting to answer the following research question: **What are the views of student teachers of the University of Pretoria on the role of the university?**

I am combining in-depth individual interviews as part of **drawings** and **photographs**.

How to participate: Please **send me a WhatsApp message or an email** expressing your interest and I will send you a Participant information sheet and a Consent form.

Period of interviews: **from …. to .., 2017.**

Warm regards
Carlos Tirado   **WhatsApp: …   Email: …**
My supervisor is …– email: … Reference number of the Ethical Application approved:

Reference of picture https://blog.ed.gov/wp-content/uploads/2013/07/EDyouthVoices.jpg Access 2017/05/15

Appendix 8: Ethical approval

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Education

Ethics Committee

13 August 2017

Mr CA Tirado Taipe

Dear Mr Tirado Taipe

REFERENCE: HU 17/02/02

Your amended application is **approved**, and you may start with your fieldwork. The decision covers the entire research process, until completion of the study report, and not only the days that data will be collected. The approval is valid for two years for a Masters and three for Doctorate.

The approval by the Ethics Committee is subject to the following conditions being met:

1. The research will be conducted as stipulated on the application form submitted to the Ethics Committee with the supporting documents.
2. Proof of how you adhered to the Department of Basic Education (DBE) policy for research must be submitted.
3. In the event that the research protocol changed for whatever reason the Ethics Committee must be notified thereof by submitting an amendment to the application (Section E), together with all the supporting documentation that will be used for data collection namely; questionnaires, interview schedules and observation schedules, for further approval before data can be collected. Non-compliance implies that the Committee's approval is null and void. The changes may include the following but are not limited to:
   - Change of investigator,
   - Research methods any other aspect therefore and,
   - Participants.

The Ethics Committee of the Faculty of Education does not accept any liability for research misconduct, of whatsoever nature, committed by the researcher(s) in the implementation of the approved protocol.

Upon completion of your research you will need to submit the following documentations to the Ethics Committee for your

Clearance Certificate:

   - Integrated Declaration Form (Form D08),
   - Initial Ethics Approval letter and,
   - Approval of Title.

Please quote the reference number **HU 17/02/02** in any communication with the Ethics Committee.

Best wishes

Prof Liesel Ebersöhn
Chair: Ethics Committee
Faculty of Education

Appendix 9: Thematic categories about the views on the role of the university

No.	Colour/ rich text or font feature	Thematic categories identified
1	[cyan colour]	To value and develop the **students as persons**, their individuality, culture, and capacities (responsible leadership).
2	[red colour]	To develop the **social skills** of students, specifically the university should help develop empathy, emotional and social skills in students that contributes to understanding and interaction among people with different cultures.
3	[green colour]	To provide a **practical, experiential and relevant education** related to what is happening in the world.
4	[dark green colour]	To **teach holistically**. The processes of teaching/learning should cover intellectual, social, emotional and physical aspects, and include learning opportunities related to students' interests apart from academics or outside of the students' subjects.
5	*font feature*	To promote **community development** by including activities of community engagement or by being accessible to its community.
6	[teal colour]	To develop **intellectual skills**, academic excellence, knowledge, love of knowledge, and to provide **training and educational support.**
7	[yellow colour]	To prepare students for work and **to be employed**.
8	[purple colour]	To provide a **physical space and facilities** such as lecture halls, books, Wi-Fi, among others.
9	[olive colour]	To bridge the **after-school educational gap** in order to equalize opportunities among students.
10	font feature	To assure the **wellbeing of students** after they complete their studies.
11	**font feature**	To provide a **degree** for accreditation and professional growth.
12	[grey colour]	To do **research** and teach students how to do academic research. Through research, the university contributes to the development of industry and the sustainability of society.
13	font feature	To provide a **pleasant** physical space in which to do teaching/learning.
14	[dark red colour]	To provide **emotional support** to students.
15	[blue colour]	To ensure the **sustainability of society.**
16	font feature	To contribute to students reaching clarity about their **vocation** by allowing them to experience different professions so that they can choose the one(s) that suit them.
17	font feature	To meet the **material needs** of students, especially addressing hunger and the health needs of students.
18	font feature	To provide a **safe physical space** for students.
19	FONT FEATURE	To be **self-reflective as an institution**, to grow in different spaces, and to adapt to changes, seeking to be relevant to its time.
20	font feature	To provide a physical space for **nature.**
21	font feature	To provide a physical space for preserving **historical documents and resources**.

Appendix 10: Categorizing the themes (first generation) based on the thematic categories (example)

Themes (first generation) of participant 1: Helen categorized

(1) To provide a practical and experiential education; specialized and broadly relevant, useful, creative and sensitive to student's characteristics; promoting integrated learning across professions; and related to what is happening in the world.

(2) To ensure that society is sustainable: to promote an ongoing and growing process as persons, community, country and the world, by promoting interaction with people, valuing their differences, a wise use of technology that is not dehumanising, and by developing skills (social, emotional and intellectual) in the students.

(3) To ensure that students gain an understanding about what is happening in the world, to explain how and why people think in the way they do, while acknowledging the students' own responsibility.

(4) **To provide a degree**.

(5) *To introduce people to experiences of helping other people in a sustainable* and *holistic way.*

(6) To teach holistically: including intellectual, social, emotional, and physical aspects to prepare students to live in society.

(7) TO GROW AS AN INSTITUTION: TO THINK ABOUT ITSELF AS AN INSTITUTION, TO GROW IN DIFFERENT SPACES, AND TO ADAPT TO CHANGES OVER TIME, SEEKING TO BE RELEVANT TO ITS TIME.

(8) To provide emotional support and to guarantee the wellbeing of students in residences, while acknowledging the student's own responsibility.

(9) To support the intellectual and academic growth of students as persons, while acknowledging the students' own responsibility.

(10) *To make accessible its archive of information to the community.*

(11) To facilitate the development of students' social skills in order for the students to understand people from different cultures.

(12) To provide physical facilities.

(13) To build up students' sense of identification with their university through sports or cultural aspects.

Themes (first generation) of participant 1: Helen categorized
(14) To fill in the after-school educational gap experienced by students coming from school as a result of a lack of basic skills. (15) To contribute to the clarification of students' choice of a profession. To allow students to experience different professions in order for them to choose the one(s) that suit them. (16) To do research.

Appendix 11: Thematic categories classified according to a typology (views)

No.	Thematic categories	Frequency	Typology
1	To value and develop students as people, specifically developing students as human beings, their individuality, culture, and capacities (responsible leadership).	**14**	Set views
2	To develop the social skills of students, specifically the university should develop empathy, emotional and social skills in students that contribute to understanding and interaction among people with different cultures.	**14**	
3	To provide a practical, experiential and relevant education related to what is happening in the world.	**10**	
4	To teach holistically. The processes of teaching/learning should cover intellectual, social, emotional and physical aspects, and include learning opportunities related to students' interests apart from academics or outside of the students' subjects.	**7**	Emerging views
5	To promote *community development* by including activities of community engagement or by being accessible to its community.	**7**	
6	To develop intellectual skills, academic excellence, love of knowledge, and to provide training and educational support.	**5**	
7	To prepare students for work and to be employed.	**4**	
8	To provide a physical space and facilities such as lecture halls, books, Wi-Fi, among others.	**4**	
9	To bridge the after-school educational gap in order to equalize opportunities among students.	**4**	
10	To assure the well-being of students after they complete their studies.	**4**	
11	To provide a **degree** for accreditation and professional growth.	**4**	
12	To do research and teach students how to do academic research. Through research, the university contributes in the development of industry and the sustainability of society.	**3**	Embryonic views

No.	Thematic categories	Frequency	Typology
13	To provide a pleasant physical space in which to do teaching/learning.	3	Embryonic views
14	To provide emotional support to students.	2	
15	To ensure the sustainability of society.	2	
16	To contribute to students reaching clarity about their vocation by allowing them to experience different professions so that they choose the one(s) that suit them.	2	
17	To meet the material needs of students, especially addressing hunger and the health needs of students.	2	
18	To provide a safe physical space for students.	2	
19	To be SELF-REFLECTIVE AS AN INSTITUTION, to grow in different spaces, and to adapt to changes, seeking to be relevant to its time.	1	
20	To provide a physical space for nature.	1	
21	To provide a physical space for preserving historical documents and resources.	1	

Appendix 12: Thematic categories about the causes that explain the views on the role of the university

No.	Colour/ rich text or font feature	Thematic categories identified
1	font feature	A **parent** as an individual.
2		The practice of **personal self-reflection.**
3	font feature	**Personal life experiences outside school or university.**
4	font feature	**Educational experiences at school or university.**
5	font feature	The **family** as a collective.
6		A **teacher / tutor at school** as an individual.
7		A **mentor or a role model** inside and outside the university as an individual.
8	font feature	A **school** as an institution.
9	font feature	Personal experiences as part of a **church**.
10	font feature	The personal practice of **a Christian faith.**
11	font feature	A **grandparent** as an individual.
12	font feature	A **sibling** as an individual.
13		The influence of **friends** as a collective.
14	font feature	The **teachers** as a collective.
15	FONT FEATURE	Reflecting about the **community**.
16		Personal experience of contact with **the media.**
17	*font feature*	**Personal experience of contact with the labour market.**
18	font feature	The personal practice of seeking **self-actualization.**

Appendix 13: Categorizing the themes of the meta codes based on the thematic categories (example)

Participant 1: Helen	
Causes (meta codes) and themes that explain the views	Outcomes of these causes
(1) Her learning experiences at school and at the university.	These learning experiences caused her:
a. Her architecture studies at the university.	* To develop her self-critical thinking, her own opinions and thoughts, being reflective and creative. * To appreciate criticism. * To appreciate receiving support in her studies.
b. Her history studies at the university.	* To understand what is happening in the world.
c. Her biology studies at school.	* To acknowledge the importance of the ecosystem's sustainability and its continuity and related this with the role of the university in society. * To understand that it is important to be responsible of her role in the ecosystems that she is part of.
(2) The influence of role models. a. **Her father** as lecturer. b. **Her mother**, her **family** and **her Christian faith.**	The influence of these people caused her: * To understand what the university should do. * To develop as an empathic person and care for people.
(3) Her personal life experiences. a. **Living in a foreign country.** b. **Participating in community support experiences** as part of her **Christian church.**	These experiences caused her: * To value being hospitable and open to new cultures. * To develop an understanding of people's needs.

Appendix 14: Thematic categories classified according to a typology (causes)

No.	Thematic categories	Frequency	Typology
1	A **parent** as an individual.	**7**	Set causes
2	The practice of personal self-reflection.	**7**	
3	Educational experiences at school or university[12].	**7**	
4	**Personal life experiences outside school or university.**	**6**	
5	The **family** as a collective.	**3**	Emerging causes
6	A teacher / tutor at school as individual.	**3**	
7	A mentor or a role model as individual inside and outside the university.	**3**	
8	A school as an institution.	**2**	Embryonic causes
9	Personal experiences as part of a **church**.	**2**	
10	The personal practice of a **Christian faith**.	**2**	
11	A grandparent as an individual.	**1**	
12	A **sibling** as an individual.	**1**	
13	The influence of friends as a collective.	**1**	
14	The **teachers** as a collective.	**1**	
15	Reflecting about the COMMUNITY.	**1**	
16	Personal experience in contact with the media.	**1**	
17	Personal experience in contact with the *labour market.*	**1**	
18	The personal practice of seeking **self-actualization.**	**1**	

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[12] I counted Helen' learning experiences at the university as part of her architecture and history studies as one. Similarly, I counted as one Amber's social experiences as university student such as 'Meeting people outside her Faculty' and 'Interpersonal crisis with a friend at the university'.