Chapter # 1

REFRAMING TEACHER EDUCATION TO THE REALITIES IN SOME SOUTH AFRICAN SOCIETIES

Newlin Marongwe[1], & Grasia Chisango[2]
Walter Sisulu University, South Africa
[1]Department of School Improvement Programmes, Komani Campus
[2]Department of Management, Butterworth Campus

ABSTRACT

This chapter argues for the need to reframe the nature of the Bachelor of Education (B.Ed.) degree to the realities of some South African societies. The curriculum must be relevant and factoring in the changed reality in some South African societies. The B.Ed. should keep pace with the societal changes. The chapter was guided by a situated learning theory. The chapter adopted a qualitative approach and a case study design. The study purposively selected 3 universities, 9 lecturers and 15 teacher trainees as participants. Data were collected through use of interviews and focus group discussions. Thematic frames were used to analyse data that were discussed concurrently with the findings. The study established a mismatch between how the teachers are trained and the actual reality in schools. The implication drawn was that failure to move with speed to reconfigure the training of teacher education increases frustration and tension between teachers and learners. The chapter concludes that teacher education programme needs an urgent revamp to keep pace with techno learners and rapid social developments. John Dewey in Draves and Coates (2011, p. 11) agues, "if we teach today's students as we taught yesterday's, we rob them of tomorrow".

Keywords: initial teacher, teacher education programme, learner behavioural conduct, school-based experience, curriculum redevelopment.

1. INTRODUCTION

The globe is ever more becoming dangerous and uncertain. Sibanda and Marongwe (2022, p. 1) state, "Since the uncertainty and precariousness of society cannot be arrested, the onus is on the education system, at whatever level of education, to equip learners for effective adjustment and flexibility to the volatility of society". The above authors argue further that education being offered had stubbornly remained conservative while the world had continued to evolve (Sibanda & Marongwe, 2022). Given the arguments above, an analysis or reflection on the state of the training programme offered to Bachelor of Education Degree (B.Ed.) student teachers in South Africa is necessary. Such an analysis should focus on the review of dealing with learners showing symptoms of indiscipline, counselling, infusion of technology into learning and teaching among other things. This would be important to transform the programme and speak to the millennium generation found in present schools and the society that is fast changing. Darling-Hammond, Flook, Cook-Harvey, Barron, and Osher (2020) argue that for 21st-century learners to be created, focus must be on teachers' 21st century skills and re-conceptualize how teachers could be evaluated and trained. Siarova, Sternadel, and Mašidlauskaitė (2017, p. 7) state, "a broader range of skills and abilities is needed to navigate a changing landscape characterised by the increasing importance of information and communication technologies (ICTs). From the interaction we did with some university teacher trainees, we discovered

that most teacher trainees were not enthusiastic to go for School Based Experience (also known as Teaching Practice in some corners of the globe) citing their inability and how they struggled to deal with the generation of learners currently found in schools.

Paterson and Luescher (2022) argue that for the production of skills and knowledge, higher education systems needed to be rebalanced for African countries to develop. Teaching and learning/education plays a critical role towards the economic development of any country. This justifies the need to ensure that the B.Ed. programme is revamped and equip student teachers with the necessary skills and knowledge to address some of the societal challenges that manifest in learners at school. We would like to believe that this would make the student teachers to be relevant given that the world is fast changing.

Reconfiguring the initial teacher education in universities can be a necessary move to take in response to learner behavioural challenges faced by teachers in some secondary schools. Violence is prevalent at some South African schools. Cases such as learners' shootings at school premises, physical violence, beating up of teachers, and in some instances, killings of teachers at schools, drug, and alcohol abuse, (Nhambura, 2020) are common on news headlines in South Africa. In line with the above, Steyn and Mentz (2008) observe that there was a dramatic increase in lack of discipline in schools and classrooms, increase of violence on school grounds, learners and parents with HIV/AIDS, unemployment, poverty, and other societal issues that exert pressure on teachers. Based on the above scenario, we argue for the restructuring of the initial university teacher training programme. It is of great importance to ensure that the way teachers are trained suits and meets the demands and the dynamics of the present society. We can term this 'fit for purpose'. The question to ask is 'are teacher trainees equipped by universities to deal with the social ills that are now common in secondary schools?

2. OBJECTIVES

The study objectives were:

To establish lecturers' and student teachers' perceptions regarding the current B.Ed. programme offered in South African universities to trainee teachers in relation to the actual practice in secondary schools.

To identify measures that can be used to ensure that Bachelor of Education Degree teacher trainees are prepared to deal with the psychological and social disorder conducts of secondary school learners in Eastern Cape Province of South Africa.

3. THEORETICAL FRAMEWORK

The study was informed by the Situated Learning Theory (SLT). Jean Lave and Etienne Wenger founded the SLT in the 1980s (David, 2007). The Situated Learning Theory's key feature is its belief that learning should take place within authentic context, culture, and activity (David, 2007). SLT argues that learning happens when students work as a team and are given real life activities to work on. Lave and Wenger (1991) argue that SLT students' ideas and actions are shaped by the environment. The theory was suitable for this study since it provides usable knowledge to real world contexts which also the current study is arguing for. Theory will be used to draw recommendations for the chapter.

4. LITERATURE REVIEW

We are aware of the debate on the model that universities can adopt to train student teachers in institutions of higher learning. Van der Walt and Fowler (2006) state that there

was an ongoing debate amongst educationists, worldwide, regarding a particular model for teacher education within the context of the attainability, sustainability, and effectiveness of the particular model. We are of the view that the suitability of a model is determined by its capacity to address the needs and challenges faced by the audience it is going to service. Currently, the South African universities are using the integrated model to train the prospective teachers (Robinson, 2015). It is the responsibility of the South African Qualification Authority (SAQA) to set the requirements or criteria and register them on National Qualification Framework (NQF) that guide universities offering the teacher training programme. According to the Ministry of Education (2001), the custodian for all teacher education programmes are institutions of higher learning under the Department of Higher Education and Training (DHET).

The focus of this chapter is on the reconfiguring of the Bachelor of Education Degree's nature, content and expected outcomes for the different qualifications for teacher education. The Department of Education (DoE) (2007) indicates that the nature, content, and attributes for the qualifications for teacher education are articulated in the Norms and Standards of the Department of Education (DoE) (2000). The SAQA indicates that the B.Ed. programme bears 480 credits. The nature of the programme is that it covers the area of specialisation and the professional component. The Departments of Basic Education and Higher Education and Training (2011) specify the roles or responsibilities that should form part of the programme in terms of content to be covered. The roles are: (1) a learning mediator (2) an interpreter and designer of learning programmes and materials (3) a leader, administrator, and manager (4) a scholar, researcher, and lifelong learner (5) responsible for a community, citizenship and pastoral role (6) an assessor and (7) a learning subject specialist. From the above integrated model mostly followed by South African universities offering teaching degree programmes shows that the emphasis is on subject-content knowledge and pedagogy (Steyn & Mentz, 2008). However, Labate (2020) is of the view that reality needs to be acknowledged that "… purely academic knowledge seems not enough to keep with the 21st century challenges" (Labate, 2020, p. 2).

The chapter is arguing for a change in the approach and nature of the curriculum for Bachelor of Education degree to speak to the changed reality in societies. Zeleza (2022) states that universities should never be like ivory towers that are separated from their societies and the entire world. Zeleza argues that university values, missions and institutional cultures should reflect their times and locations. Hence authors of this chapter arguing for revamping of the B.Ed. programme to speak to the times and societies in South Africa. From literature discussed above, there is little emphasis if any for the curriculum to focus on understanding of the sophisticated changing social character of schools. The student teacher might have the knowledge, yes, but is s/he equipped to manage learners' diverse classrooms who are influenced by the societies they are coming from (Mugyenyi, 2021)? Such learners might have a tendency of displaying behaviours that are difficult (Nhambura, 2020; South African Human Rights Commission, 2008) for teacher trainee or newly qualified teachers. This might result in cultural shock and likely to find the teacher or learners missing in action, hence the need for this current study. It is also crucial to train and equip student teachers with the skills necessary to deal with the current generation of secondary school learners. Darling-Hammond (2006) states that it required teachers to have a deeper knowledge of how to address a diverse array of learners and more refined diagnostic abilities to inform their decisions. In a similar view, Levy and Murnane (2004) posit that the ability to communicate in complex environment requires constant information flow and adjustment.

5. METHODOLOGY

The chapter adopted a qualitative approach and a case study design given that the aim of the study was to argue for the need to reconfigure the curriculum of Bachelor of Education Degree offered to student teachers. Three universities, 9 lecturers and 15 teacher trainees were purposively chosen to participate in the study. Purposive sampling technique was used since it allows researchers to select participants deliberately and purposefully with rich information (Creswell & Creswell, 2018) suitable for the study. Data were collected through use of interviews and focus group discussions that permitted room for probing to get clarity (Mncube, 2012). Interviews were used to collect data from the lecturers while focus group discussions were used to gather data from the students. The interviews and focus group discussions were audio-taped and transcribed verbatim. Thematic frames and verbatim quotations were used to analyse data that were discussed concurrently with the findings. Permission to conduct research was sought and granted by the three universities that participated in the study. Permission to use names of the universities and participants was not granted hence use of codes. Participants were assured of anonymity, confidentiality, privacy, and their rights to be observed. Consent forms to participate in the study and to be audio recorded were signed by the participants. We explained the purpose of the research to the participants and assured them that they could withdraw from participating in the study without being victimised.

6. FINDINGS AND DISCUSSION

In relation to the B.Ed. programme offered in some South African universities, the following challenges were identified from the responses given by both students and lecturers. We noticed that the participants' perceptions of the programme were characterised more with challenges associated with the programme as explained below. All interviews and focus group discussions focused on a question that solicited the participants' views related to the B.Ed. programme: 'What are your perceptions regarding the nature of the B.Ed. programme being offered to undergraduate secondary school teacher trainees?' Follow-up questions included 'What experiences have you had of the programme?' and 'What changes would you like to see in the programme?' We asked empirical questions and probed for clarity.

The common critical issues that emerged from the study and recorded were.

a)Lecturers' and students' perceptions

- *The courses offered by universities do not match the lived reality in secondary schools.*
- *Too much focus on theory and content*
- *Heavy workload for lecturers and has a bearing on supervision of students on SBE/TP*
- *Need for more learning time, semester is too short due to late starting of lectures or tutorials*
- *Student teachers not well trained to face the pressures faced in societies that are reflected in secondary schools.*
- *Programme taught by some staff who do not have a teaching or professional qualification*

Both academics and students felt that the B.Ed. programme offered had some gaps that needed an urgent attention. There was a consensus that the programme was focusing too much on the specialized knowledge at the expense of other factors such as preparing and equipping the student teachers with information on how to deal with divergent learners.

The participants shared similar sentiments that the programme was divorced or detached from reality of what was happening in schools. These sentiments are in line with the views raised by Zeleza (2022) that universities should not be like ivory towers where they are detached from reality. Zeleza argues further that universities should come up with programmes or fields of study that reflect the cultures and times of a society. This will give student teachers confidence and the passion to work when they know that the B.Ed. is relevant and addressing the societal needs and are prepared to face the harsh realities out there.

Student teachers or newly trained teachers often found themselves struggling to deliver the content they would have learnt at university because of the challenges they encounter in class. Academic A from university B indicates, '*Universities need to rethink about the B.Ed. programme. The way we are teaching and preparing student teachers is not enough. They struggle when they go to schools that are currently marked by violence, theft, abuse, learners with conduct disorders, harsh societies, poverty, diseases and so forth. How will the student teacher deal with such behaviours?*' Academic AA from university C shared a similar view, '*there should be a curriculum change and development that is constructed by university curriculum developers, student teachers and school management for the universities' teaching to mirror reality of what is happening in societies. Our students are not adequately trained to deal with reality hence advocating for a curriculum reform*'. This is in line with views raised by Sibanda and Marongwe (2022) that education was supposed to gravitate more towards developing lifelong adaptable students, than simply equipping them with academic content. They further argue that content should be aligned to skills, attitudes and dispositions that students require to be successful in the future.

In addition to the above views, Academic AAA from university A expressed concern on the issue of staff who were teaching student teachers without them having a teaching professional qualification. AAA thus said, '*I feel that the whole system needs a revamp and reconsider the criteria that can be used to recruit lecturers in the faculty of education. How is it possible that someone without a teaching qualification trains a teacher?*' The depiction is that teaching as a profession is no longer taken seriously if a student could be prepared by someone who has not walked the way. It is argued that not everyone can be a teacher since teaching is an art or science that needs one to be prepared also by a professional somebody. In fields such as health-medicine, accounting, architecture, etc. there is no Tom and Dick who could just be handpicked to do the job. It would be seen as an insult. Bowman (2018) posits that teaching as a noble profession should be upheld with the integrity it deserves since teaching 'is not for everyone'.

The responses that were collected through students' focus group discussions corroborated the data collected from academics through interviews. What this implies is that the B.Ed. programme being currently offered in these 3 universities is at stake and an urgent attention to address the issue is needed. A student from university A's focus group voiced the issue of time which they felt was not enough. The student thus said, '*We need more time, the time we spend on school-based experience is too short for us to be grounded in the actual practice. Moreso, our lecturers always complain about huge workloads and this result in them not assisting us adequately during our teaching practice. They only visit us once while on teaching practice, so, we lack proper guidance. Sometimes we are even attached to inexperienced mentors in schools after being taught again by some inexperienced lecturers*'. From university B's focus group, students were concerned about the shocks they get when they go to schools for observation and school-based experience. The group through one student thus said, '*Our experience at university and experience in schools is like we are in two separate worlds or planets. How we are prepared at university*

and what is expected of us when we go to schools is totally different. Schools expect us to mark and balance registers but at university we don't do that. Sometimes we feel discouraged and embarrassed to go on teaching practice because you feel that I am not ready to stand and face the pressure in schools. Some learners' conduct behaviours are difficult to handle'.

The other focus group from university C also raised more or less similar views to the ones raised by the other two groups. The general consensus was that the participants were not happy about how the current programme is being offered in terms of its nature, content and timeframes. Noteworthy is that student participants expressed concern on the behaviour of some learners in secondary schools when they go for SBE. Psychologically, troublesome behaviour, intimidates some teachers and kills the morale. The savvy cohort of learners in some secondary schools in South Africa are apparently very violent (Nhambura, 2020) and schools are no longer safe. The implication is that when tables are turned upside down like that, then the curriculum should also be turned upside down to match reality.

Another implication is that the actual root cause of such a behaviour must be established since this could be enabled by other factors from home or primary school. Now, how prepared are the student teachers to tackle this when they go to schools? da Silva Alves and do Prado (2021) state that the family was the child's first social nucleus, responsible for the formation of behavioural, moral, intellectual, emotional, and developmental aspects. Rohenkohl and Castro (2012) in da Silva Alves and do Prado (2021) established that children of couples with high levels of conflict and low affectivity tend to present more behavioural and emotional problems compared to children of families whose parents have few conflicts and are more affectionate.

b) Actual Experiences
- *Shortage of skilled and experienced lecturers*
- *Struggling to infuse community engagement activities*
- *Lack of proper ICT infrastructure for teaching and learning*
- *Lecturers and students lack basic computer skills for teaching*

Both academics and students who participated in the study expressed concern that the B.Ed. programme had to ensure that student teachers were exposed to use of technologies to keep pace with the wonders of the twenty-first century. Some student teachers expressed that they did not have confidence to use information and communication technologies since they were not prepared for that by their lecturers. Some of the lecturers were also struggling to use those technologies. A student from university C's focus group said, *'How is it possible that in this age of technology, universities are still producing teachers who cannot go into schools and use technologies when the learners they will be teaching are a techno savvy generation?'* The implication for this question is that student teachers are not adequately capacitated to use ICTs and when they go to schools, they feel lost. It also shows that their lecturers lack or have limited skills to use ICTs. This finding is in line with the finding that was established by Marongwe, Munienge, and Chisango (2019) that some university lecturers were not infusing technologies in their teaching and learning. It also emerged from the study that some universities that participated in the study had no adequate ICT infrastructure, hence, a lack of enthusiasm to use ICTs. The ICT infrastructure only improved amid the COVID19 pandemic that pushed universities to switch to online. The above issues affect directly how the universities prepare the student teachers. Abunowara (2016) observed that the use of ICT was usually disregarded in teacher training programmes. It can be drawn that universities will produce teachers who are not technologically orientated. When such teachers go to schools that use ICTs, they found themselves being incompetent to meaningfully use the ICTs in their teaching.

This can cause learners who are being taught to misbehave in class because the teacher will not be using the means that appeal to them as techno-savvy learners.

Students from University B shared a sad anecdote concerning the treatment of their teacher from the school principal. Two of the students in the group witnessed that incident when they were with their lecturer during SBE. The lecturer had gone to a certain school where these two student teachers were doing their SBE. Then the principal of that school asked the lecturer in the presence of his student teachers that (quoting one of the students who was quoting the principal), 'are your students able to use ICTs effectively to enhance learning and teaching? I doubt that. I rather prefer student teachers from University X to students from your university'. The student who was narrating the story highlighted that the lecturer wished the earth could swallow him whole and disappear. What a shame and embarrassment to be told straight into your eyes like that? Based on the above, this is a sign that the B.Ed. curriculum needs to be redeveloped. These students' knowledge and use of ICTs were perceived as limited by some important stakeholders such as their future employer. Such views that are out there calls for curriculum reconfiguring for it to remain relevant.

Fagrell, Fahlgren, and Gunnarsson (2020) argue that normally for a curriculum to be changed there should be an external force pushing for change, such as in the context of these students. For this to be achieved it means that resources such as provision of information and communication technology (ICT) infrastructure should be available for students to be exposed to them and get acquainted. This will give them experience of real issues they will encounter when they go to the schools. This serves as a wake-up call that things should be done differently from how things used to be done before. This can be summarised by the views expressed by John Dewey in Draves and Coates (2011, p. 11) that, "*if we teach today's students as we taught yesterday's, we rob them of tomorrow*". The B.Ed. programme needs to be aligned to the development of 21st century skills, knowledge and dispositions (Sibanda & Marongwe, 2022).

c) Mitigation Strategies
- *Reforming the programme by making it more practical than theoretical (hands-on)*
- *Content structure to be balanced and focus also on techniques and skills to deal with the changing societies*
- *A must teach with technology for all student teachers*

The study participants envisaged a B.Ed. programme that matches and speaks to what is happening in schools. Interesting proposals were submitted by both student teachers and their lecturers. There was a consensus that a curriculum reform in terms of the programme structure, content, approach, and use of technology need not to be re-emphasised. The programme should be more practical and authentic to avoid a mismatch between how student teachers are trained and how things are done in schools. For example, the use of a collaborative digital tool such as Jamboard, is likely going to excite students and grab their attention during lessons. This enriches students' learning since it is a modern participatory method that appeals more to techno savvy learners. There is need to expose student teachers to Jamboard which is a digital interactive whiteboard some had never used before. In line with the above views, Redecker et al. (2011, p. 34) posit, "Comparing experts' findings with those of the teachers, who had been asked to concentrate on school education rather than the whole picture of societal change, what is striking is the degree of coincidence and overlap. Experts and teachers both underline that technological change will be one of the main drivers for change in education and training". Hence, we are arguing for reforms in the manner student teachers are presently trained as also advanced by Sibanda and Marongwe (2022). Institutions of higher learning need to urgently redesign the B.Ed. programme to avoid a situation whereby change will be forcefully dictated by trends in the

society. Redecker et al. (2011, p. 16) opine that educational institutions should re-create themselves as resilient systems with flexible, open, and adaptive infrastructures, … and re-connect with society; schools will become dynamic, community-wide systems and networks that have the capacity to renew themselves in the context of change.

7. FUTURE RESEARCH DIRECTIONS

This research has opened great opportunities for potential further studies. It was done on a small scale using qualitative approach of which quantitative approach could have reached a larger population that allows for results to be generalised. It would be interesting to see how universities in urban areas are faring versus universities in rural areas. Comparisons can be made to universities in developed countries whose student teachers practice teaching in suburbs that are marred with gang violence and drugs.

8. CONCLUSION

The chapter concludes that the B.Ed. programme currently offered at universities that participated in the study has some gaps that impact negatively on the performance of student teachers when they are placed for school-based experience. Some classroom realities are not addressed, and students are shocked when in class struggling to deal with reality. Use of ICTs should be infused into the training of student teachers. To summarise, the current B.Ed. programme being offered should be reconfigured to match the changed reality in schools and speak to the current societal pressures. The student teachers are not adequately prepared to deal with changed reality in schools.

9. RECOMMENDATIONS

Based on the findings of the study, it is recommended that the universities under study should relook at the programme they are offering. This will help to produce graduate teachers who are relevant and who can stand the societal pressures. The B.Ed. programme needs to be reconceptualised and include issues such as technology, community engagement, current social ills being experienced in schools such as increased violence, pandemics, etc. The Situated Learning Theory adopted by the study argues that students' ideas and actions are shaped by the environment. This would go a long way in preparing the student teacher to be future ready and save him/her from a culture shock. Curriculum should be responsive and depict reality to avoid a misalignment between what is taught and the real world. We recommend a mechanism to be put in place for timely changes of the curriculum as too slow changes are equally bad as too rapid ones. So, proper speed of the curriculum changes is commendable. Education offered should fit for purpose, it should match the student/learner than learner to fit into education. The universities are also urged to work and learn from each other for them to produce graduate teachers who will be efficient and relevant.

REFERENCES

Abunowara, A. M. (2016). Using technology in EFL/ESL classroom. *International Journal of Humanities and Cultural Studies*, *1*(2), 7–23.

Bowman, J. C. (2018). *Teaching is not for everyone*. Retrieved from https://cdn.ymaws.com/www.proedtn.org/resource/resmgr/docs/press_release_pdfs/2018-01-26_TeachingisNOTforE.pdf

Creswell, J. W., & Creswell, J. D. (2018). *Research Design Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed.) SAGE Publications Ltd, United Kingdom.

Darling-Hammond, L. (2006). Securing the right to learn: Policy and practice for powerful teaching and learning. *Educational Researcher, 35*(7)*,* 13-24.

Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B. & Osher, D. (2020). Implications for educational practice of the science of learning and development. *Applied Developmental Science,* 24(2), 97–140. https://doi.org/10.1080/10888691.2018.1537791

da Silva Alves, E., & do Prado, P. S. T. (2021). Domestic violence and school performance. In C. Pracana & M. Wang (Eds.), Psychology Applications & Developments VII (pp. 154-165). Lisbon, Portugal: inScience Press. https://doi.org/10.36315/2021padVII14

David, L. (2007). Situated learning theory. *Learning Theories*. Retrieved from https://www.learning-theories.com/situated-learning-theory-lave.html

Department of Education (2007). *The National Policy Framework for teacher education and development in South Africa. 'More teachers, better teachers'*. Government Gazette No 29832. 26 April. Pretoria.

Department of Education. (2000). *Norms and standards for educators*. Government Gazette No 82. Pretoria.

Draves, W. A., & Coates, J. (2011). *The Pedagogy of the 21st*. LERN Books

Fagrell, P., Fahlgren, A., & Gunnarsson, S. (2020). Curriculum development and quality work in higher education in Sweden: The external stakeholder perspective. *Journal of Praxis in Higher Education, 2*(1), 1-18.

Labate, H. (2020). *Knowledge access and distribution: the future(s) of what we used to call 'curriculum'*. Paper commissioned for the UNESCO Futures of Education report. UNESCO.

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

Levy, F., & Murnane, R. J. (2004). Education and the changing job market. *Educational Leadership, 62*(2), 80-83.

Marongwe, N., Munienge, M., & Chisango, G. (2019). Can a Solution be Found Using Information and Communication Technology Gadgets in Higher Education? A Case of a Rural University. In L. Gómez Chova, A. López Martínez, I. Candel Torres (Eds.), *11th International Conference on Education and New Learning Technologies* (pp. 1079-1088). Spain: IATED Academy

Ministry of Education (2001). National Plan for Higher Education in South Africa. Retrieved from https://www.justice.gov.za/commissions/feeshet/docs/2001-NationalPlanForHigherEducation.pdf

Mncube, V.S. (2012). Perceptions of parents of their role in the democratic governance of schools in South Africa: are they on board? *South African Journal of Education, 29*(1), 83–10.

Mugyenyi, E. (2021). *Family Factors, School Environment and Conduct Disorders Among Primary School Pupils in Kampala District* (Master's thesis, Makerere University. Kampala, Uganda). Retrieved from http://makir.mak.ac.ug/handle/10570/9357

Nhambura, M. (2020). *Handling of violent behaviour of learners in secondary schools: A case study of Vryburg Cluster in North -West province.* North-West University, South Africa.

Paterson, M., & Luescher, T. M. (2022, July 28). Reconfigure HE for employable graduates, relevant research. *Africa, University World News*. Retrieved from https://www.universityworldnews.com/post.php?story=20220612115615969

Redecker, C., Leis, M., Leendertse, M., Punie, Y., Gijsbers, G., Kirschner, P., Stoyanov, S., & Hoogveld, B. (2011). *The future of learning: preparing for change*. EUR 24960 EN. Luxembourg (Luxembourg): Publications Office of the European Union.

Robinson, M. (2015). *Teaching and Learning Together: The Establishment of Professional Practice Schools in South Africa. A Research Report for the Department of Higher Education and Training*. Stellenbosch University and the Cape Peninsula University of Technology, South Africa.

Siarova, H., Sternadel, D., & Mašidlauskaitė, R. (2017). *Assessment practices for 21st century learning: Review of evidence* (NESET II Report). Publications Office of the European Union. Retrieved from https://nesetweb.eu/wp-content/uploads/2019/06/AR1_20172.pdf

Sibanda, J., & Marongwe, N. (2022). Projecting the Nature of Education for the Future: Implications for Current Practice. *Journal of Culture and Values in Education*, *5*(2), 47-64.

Steyn, H. J., & Mentz, E. (2008). Teacher training in South Africa: The integrated model as viable option. *SAJHE, 22*(3), 679–691.

The Departments of Basic Education and Higher Education and Training (2011). *Integrated Strategic Planning Framework for Teacher Education and Development in South Africa*. Departments of Basic Education and Higher Education and Training, Pretoria.

Van der Walt, J. L. & Fowler, S. (2006). Constructivist teaching-learning theory: A stewardship approach. In A. De Muynck, & J. L. van der Walt (Eds.), *The call to know the world* (pp. 13–50). Amsterdam: Buijten & Schipperheijn.

Zeleza, P. T. (2022, July 28). A 'poverty of low expectations' bound to bedevil excellence. *University World News,* Retrieved from https://www.universityworldnews.com/post.php?story=20220727144552906

AUTHORS' INFORMATION

Full name: Newlin Marongwe
Institutional affiliation: Walter Sisulu University
Institutional address: Nelson Mandela Drive Campus, Private Bag X1, Mthatha, 5117
Short biographical sketch: Senior Lecturer in the Department of School Improvement Programmes Research focuses on teacher education, higher education and education and technology and psychology of education. Lecturing Psychology of Learning and Teaching and Introduction to Theories of Inclusive Education.

Full name: Grasia Chisango
Institutional affiliation: Walter Sisulu University
Institutional address: Nelson Mandela Drive Campus, Private Bag X1, Mthatha, 5117
Short biographical sketch: Senior Lecturer in the Department of Management Research focuses on education and technology, English First Additional Language, communication and technologies, digital divide and information society. Lecturing Applied Communication Skills and Business Communication.