USING TRANSFORMATIVE LEARNING THEORY TO PREPARE THE ASSESSMENT OF WORK-INTEGRATED LEARNING OF UNIVERSITY STUDENT TEACHERS

by

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DECLARATION

I, Moeketsi Elias Dlamini, declare that the thesis,

USING TRANSFORMATIVE LEARNING THEORY TO PREPARE THE ASSESSMENT OF WORK-INTEGRATED LEARNING FOR UNIVERSITY STUDENT TEACHERS

which I herewith submit for the PhD degree qualification in Higher Education Studies at the University of the Free State, is my own, independent work, and that I have not previously submitted it for a qualification at another institution of higher education.

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Dlamini M.E.

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My sincere gratitude goes to:

DEDICATION

This thesis is dedicated to

my late father,

Dimo Joseph Dlamini,

late brother,

Kemane Aaron Dlamini,

and late sister,

Sebongile Cecilia Dlamini.

ABSTRACT

Teacher education institutions in South Africa developed assessment instruments for work-integrated learning in 2015 to meet the requirements of the initial teacher education and the policy of the minimum requirements of teacher qualifications. The aim of this study was to prepare assessment of WIL using transformative learning theory (TLT) by including the voices of student teachers. The problem in the study was that the voices of the student teachers are not included in the assessment of WIL. The study adopted TLT as the theoretical framework with participatory action research (PAR) methodology to empower and engage participants in the research study. Participants in the study were the teaching practice officer from the university, a lecturer responsible for the teaching practice module at the university, five schoolteachers who were mentors to student teachers, and ten student teachers who were at a secondary school for a WIL programme. Six meetings were held during the study to generate data following the cyclical and spiral process of PAR. The data that were generated were analysed and conceived through critical discourse analysis (CDA), which made it possible for data to be conceived at textual, discursive and social levels. The findings of the study show the need to include the voices of student teachers in the process of assessment of WIL and proposed a strategy for assessment of WIL that accommodate the students to have their voices.

Keywords: Assessment, transformative learning theory, work-integrated learning (WIL), student teachers,

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LIST OF ABBREVIATIONS AND ACRONYMS

CDA   Critical discourse analysis

DBE   Department of Basic Education

DHET   Department of Higher Education and Training

FAI   Free attitude interviews

MRTEQ   Minimum Requirements for Teacher Education Qualifications

PAR   Participatory action research

SWOT   Strengths, weaknesses, opportunities and threats

TEQSA   Tertiary Education Quality and Standards Authority

TLT   Transformative learning theory

WIL   Work-integrated learning

CHAPTER 1: INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 INTRODUCTION

This study is a qualitative study aimed to prepare the assessment of work-integrated learning (WIL) using transformative learning theory (TLT) by including the voices of student teachers. Chapter 1 provides the background to the study, starting with the discussion of literature on teaching as a professional practice. The chapter further highlights the problem statement of the study, the research question, the aim and the objectives of this study. It explains why the objectives were used in this study. The chapter will further briefly explain TLT as the theoretical framework used to guide the study and PAR as a design. At the end of this chapter the value of, and the ethical considerations and the limitations of the study are discussed; followed by an outline of the chapters in the study.

1.2 LITERATURE REVIEW

This study used a qualitative approach to seek for solutions to the queries generated in the assessment of Work-integrated Learning (WIL) to evaluate the inclusion of the voices of student teachers in the problems associated with WIL assessment (Faryadi, 2018:2535). The evaluation of inclusion of the voices of student teachers in this study is used to get factual and descriptive information as a solution to the assessment of WIL from primary data such as words (Daniel, 2016:93). Inclusion of the voices of student teachers in the assessment of WIL in this study means creating room for an inclusive learning environment where they talk about issues concerning their assessment of WIL (Christodoulidou, 2017:40). In agreement with Faryadi, Daniel and Christodoulidou, I evaluated the inclusion of the voices of student teachers in the assessment of WIL in the study as an attempt to listen to unfamiliar voices of students throughout the assessment of WIL, from a discussion of assessment tools during assessment, up to the end results (Messiou, 2018:12).

WIL, according to Muyengwa and Bukaliya (2015:53), refers to the acquisition of practical, hands-on experience by education students of what happens at a school and in a classroom. South Africa's policy, Minimum Requirements for Teacher Education Qualification (MRTEQ), emphasises that WIL must be structured, supervised, integrated into the learning programme and formally assessed (DHET, 2015:13).

The MRTEQ (2015) policy in South Africa further states that:

> "School-based WIL, including supervised and assessed teaching practice, constitutes an essential part of the BEd programme. In a full-time contact programme, students should spend a minimum of 20 weeks and a maximum of 32 weeks in formally supervised and assessed school-based practices over the four-year duration of the degree. In any given year, a maximum of 12 such weeks could be spent in schools, and at least three of these should be consecutive. In part-time or distance mode programmes, students may be physically in schools for longer periods - for example, if they are employed as unqualified or under-qualified teachers. However, the same amount of supervised and assessed school-based practice is required."

Although the MRTEQ (2015) prescribes the WIL be assessed formally, it is silent about the voices of student teachers in the assessment. This gap of putting aside the voices of student teachers in the assessment of WIL brought the opportunity to conduct research on this study to evaluate the inclusion of the voices of university student teachers in the assessment of WIL. The evaluation of inclusion of the voices of student teachers in the assessment of WIL is used in the study as an attempt to close the gap on issues of concern related to teacher preparation programmes that occupy academic discourse relating to student outcomes and student achievement in WIL (Roofe & Miller, 2013:1). Tanisli and Kose (2013:2) concur with Roofe and Miller that teacher preparation programmes face the challenge of finding the best way to prepare teachers to manoeuvre between the diverse needs of the classroom. Hence the need for the study to prepare an assessment of WIL using TLT by evaluating the inclusion of the voices of student teachers.

An evaluation of the inclusion the voices of student teachers in the assessment of WIL using TLT for exposure of student teachers in the field of assessment is used to get more clarity from the literature on WIL assessment (Odunze, 2019:5). Contrary to the above sentence is Palermo's (2013:213) view. He discovered that if students do self-assessment for academic freedom, it affects the accountability of the system. When they do self-assessment, students may be subjective and rate themselves high, without having achieved the required outcomes. Although I agree with both researchers that WIL assessment relies on the experience of assessors, and that self-assessment tempts students to rate themselves high even when they do not deserve it, I still see that researchers do not listen to the voices of student teachers in the discussions prior to assessment and in the final results. This current study attempts to include the voices of student teachers prior to, and during assessment until the final results of WIL assessment. Hence the current study aims to prepare the assessment of WIL using TLT by including the voices of student teachers. I evaluated the inclusion of the voices of student teachers in an attempt to shift culture with its "insistence on altering dominant power imbalances between adults and young people" to view student teachers as 'knowers and actors' in determining their own goals; and adults as active listeners to improve relationships and pedagogical practice (Elwood, 2013:99). The voices of student teachers were listened to in this current study prior to and during assessment until the assessment outcomes are achieved. Moosa and Rembach (2018:2) show that listening to the voices assists to gain critical insights of student teachers into their assessment experiences.

Among other threats to the assessment of WIL was whether the assessment is formative or summative, and how it enhance students by assessors who are in positions of authority to control students' learning (Reimann & Sadler, 2017:725). This threat is common in South Africa, as every individual university develops its own way of assessing WIL of student teachers, whereas other countries, including Zimbabwe, use different models for assessing student teachers on WIL. Zimbabwe Open University appoints external assessors to assess a sample of students; another sample is assessed by university lecturers; and yet another by the Education Faculty Board (Muyengwa & Bukaliya, 2015:53). The conditions that are most conducive to adding the voices of student teachers

in the assessment of WIL created a way to combine both experience and reasoning to discover the truth (Cohen, Manion & Morrison, 1994:5). The condition that higher education institutions offering initial teacher education programmes in South Africa design their curricula according to the requirements of MRTEQ in 2015 is one of the best (CHE, 2010:94).

The curricular design includes teaching practice assessment as discovered by Rusznyak (2012:93). It is an important instrument, showing evidence that student teachers are assessed by various stakeholders during WIL: lecturers, for accountability and judgments they make; student teachers themselves, to understand the extent to which their teaching is approaching competence; the wider teaching profession, in mentoring and assessment of student teachers; and the State as accreditors, policy-makers and future employers of graduates. Beck, Skinner and Schwabrow (2013:326) claim that higher education lacks assessment methods for determining whether students have gained long-term learning over their undergraduate careers. This current study is among other studies looking at assessment decisions of WIL for student teachers, to continue from a debate within the broader teacher education sector, and raising issues for institutional introspection that contribute to the strengthening of different aspects of initial teacher education programmes in South Africa.

The study by Rusznyak and Bertram (2013) looks at how students from five universities in South Africa are assessed during sessions of WIL, and explores the existence of different assessment practices. Their findings reveal variations of WIL assessment instruments at five institutions in South Africa and the involvement of mentor teaching and/or university staff in WIL assessments. This study by Rusznyak and Bertram (2013), is silent on the voices of student teachers in the assessment of WIL. Haigh and Ell (2014:21) also discovered a lack of transparency in the assessment of WIL, as some student teachers do not understand the relation between the purpose and practice of WIL assessment. This problem of lack of transparency in the assessment of WIL led to the misconception of assessment of WIL by student teachers and schoolteachers as mentors and assessors of student teachers. Having looked at the studies of the above researchers, the gap still exists for the silence of the inclusion of the voices of student

teachers in the assessment of WIL. Hence the aim of this current study was to prepare the assessment of WIL using TLT by including the voices of student teachers.

The other study focusing on the voices of student teachers on WIL is the study conducted in South Africa by Fraser (2018) focusing on the voices of student teachers to develop their identity. The gap between the study by Fraser and the current study is that the current study focuses more on the inclusion of the voices of student teachers in the assessment of WIL prior to assessment and during assessment until the final results of the assessment, while Fraser's study focuses more on the voices of student teachers in their experience of teacher identity after the WIL programme,

> to give student teachers the opportunity to engage in a simple participatory mode of inquiry, such as Participatory Reflection and Action (PRA), and in doing so, experience the perceptions that they and their peers have regarding important expert roles, forces that shape their teacher identity, their own shortcomings, and the appropriate action one could take to address such inadequacies in a community of practice. (Fraser, 2018:1)

The identified gap prompted me to come up with this study regarding the assessment of WIL using TLT by including the voices of student teachers.

1.3 PROBLEM STATEMENT

The problem statement in this current study is that the voices of student teachers are not included in the assessment of WIL. This problem is supported by Moosa and Rembach (2018:36), who argued the lack and undervaluing of the voices of students in higher education. Kidd (2012:121) also refers to the undervaluing of the voices of student teachers. He indicates that conceptualisations of the voice of students is weak and he calls for more debate at a higher education level after discovering that the research regarding student teachers' views about their interactions with supervising teachers on work integrated learning (WIL) is limited. In light of the above studies, I decided to study the assessment of WIL using TLT by including the voices of student teachers. The current study includes the voices of student teachers throughout the process of WIL assessment, prior to assessment, during assessment and the final results.

1.4 RESEARCH QUESTION

The following primary research question was formulated to address the problem in the study:

> *How to prepare the assessment of work-integrated learning using transformative learning theory by including the voices of student teachers?*

1.5 RESEARCH AIM AND OBJECTIVES

The aim of this study was to prepare the assessment of WIL using TLT by including the voices of student teachers. The research question is responded to through the use of objectives I formulated to keep the study focused on the aim (Khoo, 2005:26). I used objectives in this study for the study to be more specific and focused on the aim (Pickton, 2013: n.p.). The objectives are also important to guide the literature and the generation of data up to the findings to achieve the aim the study (Yan, 2015: n.p.). The objectives of this study were:

- To establish the need to prepare the assessment of WIL using TLT by including the voices of university student teachers;
- To explore alternative approaches to assessment of WIL using TLT by including the voices of university student teachers;
- To demonstrate the conditions conducive to preparing the assessment of WIL using TLT by including the voices of university student teachers; and
- To establish possible threats to preparing the assessment of WIL using TLT by including the voices of university student teachers.

The next section discusses the theoretical framework guiding this study.

1.6 THEORETICAL FRAMEWORK

The purpose of the theoretical framework is to demonstrate a grounded understanding of the theories and concepts of the research study by referring to relevant previous work (Chothia, Booi, Madonsela & Ozumba, 2016:31). A theoretical framework provides a clear

sense of the theoretical approach to the topic of this research study, namely the preparation of assessment of WIL for university student teachers. The study used TLT as the theoretical framework for this study into the assessment of WIL of university student teachers, to emphasise thinking, from concrete facts to abstract content (Bell *et al.,* 2016:391). According to TLT, student teachers are transformed when they take part in their learning as assessors during WIL. The study involved university student teachers involved in decision-making in the field of assessment – a practice that is not emphasised by assessment policies (Elwood, 2013:101). Like other theories of assessment, including cognitive-based assessment theory, sociocultural theory, achievement goal theory and sustainable assessment theory, this study used TLT to include the voices of student teachers in the assessment of WIL, in order for them to change their view of assessment; that is, their thoughts and beliefs about and knowledge of the learning process (Uyanik, 2016:127). Student teachers learn from what they do, assess their performance during WIL, and improve from where they see themselves, which does not happen when they merely receive results from other assessors and act on it.

1.7 RESEARCH DESIGN AND METHODOLOGY

This study is a qualitative study using participatory action research (PAR) as a research design to work collaboratively with co-researchers in the absence of irrationality, injustice, alienation and suffering due to being marginalised as people (Kemmis, 2009:463). PAR works well for investigating transformation, as it enables the engagement of participants in the study, so that all participants work in collaboration with one another. Student teachers, as participants, are given a voice in assessment to avoid unfair assessment by teachers and lecturers. In PAR, participants treat one another with respect during assessment to cater for individual needs and differences. Tshelane (2013:430) states that PAR refers to research done with mutual respect for individual needs and differences. This study was conducted at a school, and participants were the teachers and third-year student teachers who were placed there for WIL. Third-year student teachers visit schools for WIL for three months in the first semester, and for another three months in the second semester. They are assigned teachers and lecturers who mentor and assess them for the

programme of WIL. During transformation, it is anticipated that new knowledge will be created, and students will be involved in their own learning. Through PAR, student teachers can become assessors of their learning by viewing and responding to challenges they experience (Kemmis, 2001:97).

1.8   THE VALUE OF THE STUDY

This study attempted to improve the development of the WIL programme by proposing assessment methods that include the voices of student teachers in the assessment of WIL. The solutions achieved from this study is expected to lead to more solutions in the field of WIL assessment, as Schubert (2003:14) indicates that adding more and more specialized solutions in parallel increases the number of required resources. The Department of Higher Education and Training (DHET) will benefit from the study, as it could develop assessment that is inclusive of every stakeholder involved in the teacher qualification programme. The Department of Basic Education (DBE) could benefit by appointing new teachers who are professionally qualified through their teaching degree. Student teachers studying at the teacher education institution would take part in their own assessment of WIL. The study should also benefit the university involved by contributing to teaching practice as a field of study and WIL as a practice in schools.

1.9   ETHICAL CONSIDERATIONS

Permission to conduct the study was obtained from the Faculty of Education of the University of the Free State and from the principal of the school that participated in the study. Letters were sent to request permission from all parties involved: the teaching practice officer, the school principal, and teachers at the school who were mentors for student teachers (see Annexures B to D). Co-researchers were assured that they would remain anonymous and that they could participate voluntarily in the study. Furthermore, the Faculty of Education at the University of the Free State provided the ethical clearance to conduct the study.

1.10 LIMITATIONS OF THE STUDY

The study was limited to one school, with ten student teachers and ten schoolteachers who served as mentors to student teachers participating in the study, and only two university staff members. I acknowledge that there are different schools and teacher education institutions facing different challenges, not necessarily those addressed by this study. School teachers and student teachers at other schools may have different experiences and viewpoints, according to their unique situations. The positive findings of this study may be implemented at other schools and teacher education institutions that face similar challenges.

1.11 LAYOUT OF CHAPTERS

This study consists of seven chapters:

Chapter 1: Introduction and background

This chapter served as an introduction and to provide a background to the assessment of WIL as the research area. It further identified the research problem and question, as well as the aim and the objectives of the study.

Chapter 2: Theoretical framework

This chapter provides the theoretical framework used in this study to demonstrate a lens guiding the research study. It aims to provide a clear sense of the theoretical approach to the phenomenon of this research study, transformative learning theory (TLT).

Chapter 3: Review of literature

This chapter provides an evaluation and review of existing research relevant to the assessment of WIL. It provides a comprehensive background in order to position current knowledge of the assessment of WIL appropriately and to identify the known challenges of assessment of WIL, and the known attempts to solve the challenges, available conditions, and threats in the current assessment.

Chapter 4: Research methodology and design

This chapter covers the research methodology used in this research study; the philosophy and approach; research methods and strategy; and the research design adopted for this study. In addition to this, this chapter also covers the instrument developed to gather data, the population and sample, and its criteria. Furthermore, it covers the practical limitations, constraints and methods used to ensure that these processes happen in terms of quality, validity, reliability and within ethical boundaries.

Chapter 5: Presentation and analysis of data

This chapter presents and analyses the data generated from the focus-group meetings and observations. It evaluates the challenges, determining the solutions to those challenges, the best conditions of assessment and the threats experienced by student teachers and assessors during the assessment of WIL.

Chapter 6: Findings and recommendations

This chapter articulates the main findings and presents the recommendations for evaluation, including the voices of student teachers in the assessment of WIL using TLT.

Chapter 7: Summary, recommendations, limitations of the study and final word

This chapter summarises the entire study, providing the conclusions of the research study and recommendations for further studies in the field.

1.12 CONCLUSION

Chapter 1 provided a brief background to the study to prepare the assessment of WIL using TLT by including the voices of student teachers. The chapter introduced the study by discussing teaching as a professional practice. It highlighted the problem of the study, the research question, the aim and objectives used in the study. The chapter explained why the objectives were used in the study. The chapter further briefly explained TLT as the theoretical framework used to guide the study, and PAR as a method of data generation in the study. The value, ethical consideration and the limitations of the study were also discussed in the chapter. Lastly, the chapter showed how the study is outlined in terms of chapters.

The next chapter will discuss the theoretical framework and the literature used in the study on the preparation of WIL, considering the conceptions of student teachers and schoolteachers as mentors and assessors, in detail.

CHAPTER 2:
LITERATURE REVIEW

2.1 INTRODUCTION

Chapter 2 presents a literature review to prepare the assessment of WIL using TLT by including the voices of student teachers. The chapter starts by discussing teaching as a professional practice to gain an understanding of how to assess the profession. The chapter will also discuss four objectives of this study by responding to the secondary research questions from literature to keep the study focused on its aim (Mahlomaholo, 2013:319). The objectives of the study are discussed in line with the conditions of TLT as a theoretical framework, to involve participants, schoolteachers and student teachers in an inclusive and integrative way (Haigh, 2014:50).

The next section discusses teaching as a professional practice.

2.2 TEACHING AS A PROFESSIONAL PRACTICE

South Africa established Initial Professional Education of Teachers (IPET) in 2007 to transform teacher education for student teachers while in their field of study (DBE, 2007). This initiative was established to overcome the challenge of teaching experience for new teachers at schools during the first year of their career. To support this, Ngidi and Sibaya (2003:18) and Perry (2004:2) cite teaching practice as a tool for student teachers to get experience in the actual teaching and learning environment. Roofe and Miller (2013:1) mention the issue of teacher preparation continuing to occupy academic discourse relating to student outcomes and student achievement. Dilek and Nilufer (2013:2) concur with Roofe and Miller by indicating that teacher preparation programmes face the challenge of how best to prepare teachers to manoeuvre the diverse needs of the classroom. From the above researchers, I find that there is an inextricable link between student outcomes, quality of teaching, and teachers and teacher preparation. Again, the researchers recommend reforms in the way student teachers are prepared for their role of teaching.

South Africa is caught up in a cycle of trying to improve the status of teaching as a profession, yet grappling with a challenge of academically weak students entering the profession. Education is the only course to accept them, the same as those who do not have a passion for the profession, but could not get into the course of their choice (Coe, Aloisi, Higgins & Major, 2014:30). There was also curriculum changes in South Africa, from Outcomes-Based Education (OBE), to a National Curriculum Statement (NCS), and a revised NCS, to Curriculum Assessment Policy Statement (CAPS), respectively. Based on the above curriculum changes, I proposed the study to reform the way to prepare the assessment of WIL using TLT by including the voices of student teachers to meet the demands of curriculum changes.

The policy on minimum requirements for teacher education qualifications (PMRTEQ) in South Africa pays close attention to the various types of knowledge that underpin WIL. PMRTEQ (19 February 2015) indicates that "competent learning is always a mixture of the theoretical and the practical". It describes the types of learning associated with the acquisition, integration and application of knowledge for teaching purposes as disciplinary learning, pedagogical learning, practical learning, fundamental learning and situational learning. Practical learning involves learning from and in practice. Learning from practice includes the study of practice, using discursive resources to analyse different practices across a variety of contexts, drawing from case studies, video records, lesson observations, etc., in order to theorise practice and form a basis for learning in practice.

Learning in practice involves teaching in authentic and simulated classroom environments. PMRTEQ (2015) emphasises work-integrated learning (WIL) taking place in the workplace and including aspects of learning from practice (e.g. observing and reflecting on lessons taught by others), as well as learning in practice (e.g. preparing, teaching and reflecting on lessons presented by oneself). In the study I refer to WIL as school visits by student teachers for teaching practice. WIL is a process whereby student teachers practise the delivery of content to learners in actual teaching. It is meant to provide for the authentic context within which student teachers are exposed to experience at the schools (MRTEQ, 2000:12). I find from the above that WIL is a means to equip student teachers with the necessary skills to prepare them to serve learners when

employed at schools. In all these expectations and training to become a professional teacher, there are different conceptions of the assessment of WIL for university student teachers. That is the main reason I chose to conduct a study to prepare the assessment of WIL using TLT by including the voices of student teachers.

SACE was established in terms the South African Council for Educators Act 2000 with a mandate to strengthen and uphold the profession of teaching, including the development of a professional standards framework for the teaching profession in South Africa (Taylor, Robinson & Hofmeyr, 2017:2). SACE drafted the Professional Teaching Standards (PTS) that are grouped within ten broad principles of professional teaching:

1. Teaching is guided by an ethical commitment to the learning and wellbeing of learners.
2. Teaching is deeply connected to teachers' understanding of the subject/s they teach.
3. To teach is to organise systematic learning, guided by the requirements of the national curriculum.
4. Teachers understand how their subjects are best taught and learnt.
5. Teaching involves managing and monitoring learning.
6. Teaching involves thinking before, during and after classroom action.
7. Teachers understand the complex role that language plays in teaching and learning.
8. Teaching requires that a safe and disciplined learning environment be created and maintained.
9. Teachers belong to communities that support their professional learning.
10. Teachers promote social justice and the redress of inequalities within their educational institutions and society more broadly.

The SACE PTSs are in line with what Shulman (1986) realised as influential categories of the knowledge bases needed for teaching (Reed, 2014:8). Shulman came up with a model containing seven categories for teaching, which include the following:

Teachers' knowledge of the subject matter knowledge they teach, general pedagogical knowledge, pedagogical content knowledge (PCK), knowledge of learners, and knowledge of educational context and of educational ends, purposes and values. Knowing how to transform complex concepts into appropriate representations that will be understandable to diverse groups of learners.

The PTSs as determined by SACE are also integrated into the Basic Competences of a Beginner Teacher of PMRTEQ, Appendix C (DHET, 2015:18). PMRTEQ indicates practical learning as a structured programme including structured supervision, mentoring and assessment, and exposing students to concrete experience of the varied and contrasting contexts of schooling in South Africa. This is supported by the DHET (2011:53) that beginner teachers must have "sound subject *knowledge"* and "*know* how to teach their subject(s); know how to select and determine the sequence and pace of content in accordance with both subject and learner needs; they must "*know who their learners are and how they learn*".

The teaching standard approach of SACE in South Africa is similar to what is done in Australia, where the government uses a set of the National Professional Teacher Standards (NPTS) for graduate teachers to provide direction and structure, which is nationally consistent in the assessment of school teachers, teacher educators and policy makers (Sim, Allard & White, 2013:17). Seven set standards are identified in Australia for what is expected of teachers within three domains of teaching (AITSL, 2018:6). The seven standards in Australia are: know students and how they learn; know the content and how to teach it; plan for and implement effective teaching and learning; create and maintain supportive and safe learning environments; assess, provide feedback and report on student learning; engage in professional learning; and engage professionally with colleagues, parents/carers and the community. Different assessors of the same student award different ratings, which makes assessment of student teachers unreliable.

Although the two professional bodies, SACE in South Africa and the AITSL in Australia, are setting professional standards in teaching as a profession, they are silent about the voices of student teachers in the assessment of WIL. The teachers' professional standards occur within the teachers' specific teaching context at their stage of expertise

and reflect the learning requirements of the students they teach. This demonstration of standards is in line with what Fraser (2018:1) terms the "apprenticeship model" approach of assessment. In this apprenticeship model the students are assessed against a set of criteria, where after the outcomes of the assessment are discussed with the participants. It is assumed that the shortcomings and defects would then be addressed and practice be improved. This current study included the voices of student teachers from the discussions of assessment tools until the discussion of the final outcomes, without waiting to discuss the final outcomes of the assessment against the set criteria, unlike using the "apprenticeship model" that allows for reflective characteristics on the set assessment criteria. An evaluation of the inclusion of the voices of student teachers in the assessment of WIL assisted to address the causes of the academic discourse on the way student teachers aware assessed, as Ell and Haigh (2015:114) report that assessment of WIL relies only on the experience and wisdom of mentor teachers and university lecturers.

2.3 LITERATURE REVIEW

This section discusses literature on the assessment of WIL, guided by five objectives of the study, formulated to achieve the aim and to respond to the research question. The aim of this study was to prepare the assessment of WIL using TLT by including the voices of student teachers. The objectives of the study are discussed in line with five principles of transformational learning for participants to change their frame of reference in an inclusive and integrative way (Haigh, 2014:50) (see 3.5). In this study, student teachers were assessed during WIL by schoolteachers to evaluate the inclusion of the voices of student teachers in the assessment of WIL. Assessment of WIL justifies whether student teachers have gained relevant teaching experience, and is also evidence of work-readiness and non-technical skills to operate in the school context (Edwards, Perkins, Pearce & Hong, 2015: 45). According to Jackson, Rowbottom, Ferns and McLaren (2017:36), teacher education institutions focus on incorporating WIL into their programmes across a broad range of disciplines. It is necessary for any teacher education programme to be evaluated continuously for quality to improve the outcomes of the profession, and to ensure that students are qualified to teach in a variety of educational

contexts (Han, Hu & Li, 2013:103). This study referenced these statements about the assessment of student teachers on a WIL programme. I concur with these researchers that a WIL programme cannot be declared successful unless it is evaluated. Evaluation of the programme is the process of systematically determining its quality and how it can be improved.

2.4 THE NEED TO INCLUDE THE VOICES OF UNIVERSITY STUDENT TEACHERS IN WIL ASSESSMENT

This section will discuss five challenges that affect the assessment of student teachers on WIL to determine the need to include the inclusion of the voices of student teachers in the assessment. Govender and Wait (2017:53) mention that the need for skills to any entry-level workplace is not only learnt in the lecture room through cognitive processes, but also through exploring a combination of cultural competence, critical thinking and intellectual reflection that occur in any authentic globalised environment. We cannot only rely on the traditional way of assessment to assess the entry-level workplace, where only two types of assessment are used: summative and formative. Summative assessment is a quantitative measure of accomplishment of the task given to the student by the instructor, which certifies that some level of learning has been achieved. Formative assessment refers to qualitative feedback by instructors that is offered to students during learning activities (Beck *et al.*, 2013:327). McSweeney (2012:3) indicates that summative assessment is done at the end of a period of learning to provide information on the achievements of students; furthermore, assessment for learning is used to broaden learning. By using classroom assessment, achievement is promoted and opportunities are provided for developing self-regulated learners who are initiators and reflectors in practice. The feedback from formal assessment is not intended to provide conclusive measures, but rather to serve as a part of teaching that helps students to grasp particular aspects of subject matter or approaches to learning. Elwood (2013:101) recommends using sustainable assessment theory as an approach to assessment, thereby complementing formative assessment more than summative assessment methods. The next sections discuss from literature the first challenge facing the assessment of WIL to

show the need to include inclusion of the voices of student teachers in the assessment of WIL.

2.4.1 Using standardised assessment tools for WIL assessment

The first challenge identified by literature is using standardised assessment tools for the assessment of WIL. The study conducted in Nigeria shows that assessors employ uniform rating scales to assess student teachers for WIL (Humilton-Ekeke, 2016:111). The assessors are given the assessment scales from the teacher education institution to employ in the school for assessment of WIL. This study in Nigeria revealed that these assessment tools create a platform of misusing assessment by assessors, as some assessors may fail to visit student teachers and manufacture marks to assign to student teachers. The way assessment of WIL is done allows the assessors to rely on their experience and conceptions as experienced teachers and lecturers to determine if student teachers are ready to teach (Ell & Haigh, 2015:144). Reimann and Sadler (2017:725) support this view by saying that different assessors view assessment differently. Some may view teaching as transmission of information, and believe that assessment should test the retention of facts, and that assessment feedback should correspond with assessment practices, while some may focus more on integrating assessment with teaching, and these assessors use feedback to improve an understanding of learning. Sunol *et al.* (2016:624) consider using both formative and summative assessment for the WIL assessment of student teachers. I realise from the above studies that there exists conflict in the way assessors use assessment tools for the assessment of WIL; hence this current study to evaluate the inclusion of the voices of student teachers in the assessment of WIL.

In South Africa, teacher education institutions also employ as similar approach as Nigerians, whereby assessment instruments for WIL are standardised for accountability of stakeholders in WIL; university lecturers; student teachers themselves; the teaching profession; and the state (Rusznyak & Betram, 2013:10). This South African study shows that university lecturers are accountable during WIL for their unfair as assessors; the student teachers for their competency to teach; and the state as the accreditor of the

teaching qualification. The study by Rusznyak and Betram (2013) focuses on the assessment instruments used for WIL assessment without looking at the voices of different stakeholders in the process; hence I decided on the current study to prepare the assessment of WIL using TLT by including the voices of student teachers. I hope that including the voices of student teachers in the assessment of WIL in this current study will open dialogue for feedback. Coll, Eames and Hodges (2014:190) indicate that feedback helps students to improve as they work, unlike waiting for traditional end summative assessment that evaluates judgments about the level of achievement at the end of a placement. Coll *et al.* (2014:190) explain that in assessment, assessors get feedback from formative assessment, which is an important element of cooperative education placements, as students learn on the job.

2.4.2 Criticism and biasness of WIL assessment results

The second challenge identified from the literature relates to criticism of assessors' biasness and misconceived assessment of WIL by student teachers. A study conducted in New Zeeland by Aspden (2017:30) reveals that assessment is sometimes unfair to students due to assessor bias. Reimann and Sadler (2017:725) assert that students should be actively involved in their assessment – they should not simply be subjected to assessment. Grantz and Gruber (2014:24) also indicate that the assessor should ask three questions about the assessment of learning: How should I measure academic performance? How should I use measurement tools? And how should I design the learning environment to reflect learning outcomes?

The study conducted in South Africa supports differentiated class setting for learning to teach:

> Active class participation in a differentiated class setting is considered significant for enhancing students' interest and their ability to understand, apply, and retain content with the emphasise of the importance of significant training in how to implement differentiated instruction. In addition, Gregory and Chapman (2007) found that once qualified and trained in differentiated instruction, most teachers still opt to use teacher-centred methods. (De Jager, 2019:S1)

Another study conducted in South Africa by Leke-ateh, Assan and Debeila (2013:282) reveals the inadequacy of students to bridge the gap between theory and practice as the main criticisms in the assessment of WIL. Considering the above studies in New Zeeland and South Africa, as well as the study by Grantz and Gruber who indicate that performance is determined by what is measured at a surface or lower cognitive level, I found the need for this current study to prepare the assessment of WIL using TLT by including the voices of student teachers. Performance of student teachers is measured on the surface cognitive level by using relevant assessment tools to encourage deeper learning. While in the process of learning, students reflect on desired learning outcomes. Assessors and the assessment programme use the grading information to improve learning, though students seldom see or use the results to improve themselves. I align myself with the researchers in their conception that assessment is problematic if it disengages students from the assessment by promoting summative end-point testing, instead of considering discussions on written comments by the assessing team as feedback on grading students on WIL. The current study regards assessment during WIL as an ongoing process, which promotes intrinsic components of instruction for assessors and student teachers, to make own unfairs for learning, and take action to close the gap between actual and desired performance.

2.4.3 Workload of assessors in WIL

The third challenge facing assessment is the workload of assessors, which, if excessive, could hinder effective assessment of WIL. The effect of workload of assessors in WIL was discovered in a study conducted in Australia, namely that WIL is not specifically accounted for in many academic workload models (Bilgin, Rowe & Clark, 2017:167). Administrative and mentoring aspects of WIL add to the workload of university staff and teachers at schools (Clark *et al.*, 2016:1057). Teachers at schools are expected to assess and mentor student teachers in addition to their regular school duties, and the teaching and learning of their learners. My personal experience in the assessment of WIL shows that the assessment of WIL increases the workload of teachers at schools and lecturers from the university, also considering the report in South Africa by Erasmus and Mda (2008:8) that

teachers have a heavy workload, which involves checking their learners' homework and preparing activities for different classes. Teacher education institutions add to teachers' workload by requiring of them to mentor and assess student teachers on WIL; furthermore, teachers have to administer their daily work in schools.

The MRTEQ (2015) policy in South Africa expects teachers to mentor and assess student teachers during WIL for the teacher education programmes to be effective and for mutual relationships between institutions that work together to prepare student teachers (RSA DHET, 2015). Contrary to MRTEQ 2015 is the Personnel Administrative Measures (PAM) 2016 in South Africa, stipulating,

> There should be an equitable distribution of workload between the various post levels and within a post level to ensure that educators on a particular level or an individual educator is not overburdened. (DBE, 2016:16)

The PAM 2016 covers those schoolteachers and principals who are not prepared to engage the student teachers in WIL. MRTEQ and PAM guides do not specifically address workload matters; nevertheless, teachers who are mentors of students complain about great deal of paperwork relating to mentoring and assessing student teachers (Clark *et al.*, 2016:1056). School teachers find the assessment of WIL time consuming, as they have other duties at schools that are in line with the PAM document. Consequently, some complete assessment forms without visiting students in class, which leads to WIL assessment not being authentic. I see assessment of WIL as a professional development and part of the workload of teachers by considering one of the educators' duties stated in the PAM document indicating,

> To contribute to the professional development of colleagues by sharing knowledge, ideas and resources. (DBE, 2016:27)

Hence this current study focuses on the evaluation of inclusion of the voices of student teachers in the assessment of WIL by using TLT with the hope to authenticate assessment.

2.4.4 Inadequate feedback of assessment results in WIL

Another challenge facing the assessment of WIL of student teachers is inadequate feedback of assessment results. A study conducted in the United Kingdom and Australia reports that teacher education institutions do not provide adequate feedback to students, which makes them less satisfied with the assessment and feedback they receive (Boud & Molloy, 2013:698). The study by Boud and Molloy (2013) shows that feedback is flexible; it becomes more complex as the number of students in a class increases. Hudson (2014:63) asserts that experienced teachers who mentor student teachers during WIL hold significant power over the progression of the student teachers who are their mentees. Sandretto (2008:4) supports flexibility of WIL assessment by indicating that research projects have received criticism because of the lack of attention to issues of social justice. Some research projects focus on providing evidence to support policy directives, or on enforcing compliance with government programmes. This claim is supported by a study conducted in the United Kingdom and Australia, which indicates that institutions of higher education are criticised more for providing inadequate feedback to students than for almost any other aspect of their courses (Bashir, Kabir & Rahman, 2016:39). Inadequate feedback to students affects students' satisfaction with assessment and feedback more than other features of their registered courses.

This concern of feedback on assessment is similar to the findings of the study conducted in South Africa where documents are analysed, and results disclose poorly structured instruments to measure the abilities required in the classroom while student teachers are observed (Nyewe & Booi, 2018:8860). The study raised questions in the way of how marks are allocated in the evaluation of the lessons presented by student teachers and possibility of biasness. I find that the use of such instrument poses a challenge of mismatch of allocation of scores. I saw that communication between teachers, student teachers and lecturers on assessment feedback was ineffective or sometimes lacking. Platforms to initiate discussions about the way feedback is given to students are lacking. Hence, I decided on this study to prepare the assessment of WIL using TLT by including the voices of student teachers. I concur with Bashir *et al.* (2016) that teachers can fail

student teachers, which should not happen, as students are invited into teachers' classrooms. The relationship between the teacher and student teachers and the ways teachers guide the development of students are critical for building confidence in student teachers about the way assessment is done. I find that assessment is likely to be biased if it relies on the feedback of one person only.

Boud and Falchikov (2006:405) criticise both summative and formative assessment feedback, by stating that both types of assessment place students in the position of "always attending to the unfairs of others", and prevent students from having the opportunity to see how the process of assessment actually works. I therefore see that both models used in the above two countries do not feature well in the assessment of WIL. Ell and Haigh (2015) and Reimann and Sadler (2017) mention that university lecturers and schoolteachers use their teaching experience when they assess student teachers on WIL. The results of assessment ignore how students feel about their learning, as these results rely only on the assessors and on how teaching should be done. Furthermore, the feedback given to students is final, and students are required to implement it without questioning. This current study is aligned with the studies of Sunol *et al.* (2016) and Coll *et al.* (2014), who use assessment for learning, formative assessment results during WIL, and less summative assessment. Formative assessment involves students themselves, so that they can improve their teaching skills while working in schools during WIL.

I decided on this study to prepare the assessment of WIL using TLT by including the voices of student teachers following the main aspects of TLT, achievement of social justice, and to encourage compliance with government programmes by supporting policy directives. I agree that, after this study, the participants should share the responsibility for dealing with problems relating to assessment of WIL. TLT allows the researcher and the participants to work collaboratively, and the participants should not blame one another at any stage of the research project. I thought it is advisable to involve student teachers during their assessment as the people affected by the WIL programme to learn the teaching profession. I believe that, to achieve effective assessment of WIL, communication between lecturers, teachers and students should be strengthened.

2.4.5 Failure of compliance with WIL assessment policies

Another challenge facing the assessment of WIL that is identified from the literature is failure of compliance with the assessment policies. The policies of assessment of WIL in South Africa include among others, the MRTEQ policy (2011; 2015) that indicates that WIL involves learning from and in practice (DHET, 2015:13). Furthermore, the policies stipulate that the practice of WIL should be assessed formally. The MRTEQ (2015) policy permits teacher education institutions to formalise their own assessment programmes. The other policy governing the South African education system is PAM, which regulates the workload of educators in schools (DBE, 2016). The PAM policy is silent about WIL assessment in schools for schoolteachers. Although MRTEQ (2015) emphasises the official assessment of WIL, the PAM policy creates a platform for teachers to feel that the assessment of WIL is a burden. One of the policies regulating the assessment of WIL in Australia is Australia's Tertiary Education Quality and Standards Authority (TEQSA) that regulates the development of a set of assessment standards for every programme offered at universities (AITSL, 2018). Grainger and Weir (2016:74) identified TEQSA addressing a need to reform existing assessment practices so that the tools used to evaluate student learning are truly criterion referenced and standards based, by increasing accountability for research quality. The TEQSA assessment standards in Australia allow universities to set and maintain their own academic standards. The TEQSA is also supported by Shah, Nair and Wilson (2011:482), who indicate that universities should also monitor the extent to which graduates are equipped with generic skills after completing the qualification successfully.

The MRTEQ and TEQSA policies emphasise how students should learn, but are silent on how students' learning should be assessed. I see these policies in contradiction with the goal of higher education, as Flores, Simao, Barros and Pereira (2015:1525) explain that the goal of higher education today is no longer only for students to acquire scientific knowledge, but includes the development of soft skills, so that they can be successful in their future professions. Inadequacies in grading tools pose major challenges, which Sadler (2010:735) relates to "grade integrity". Assessment tools are used by academics

to get evidence of the achievement of the standards that have been set, though not all academics understand or are experienced in sound assessment practices (Grainger & Weir, 2016:75). Mpofu and Maphalala (2018:2) discovered that there is no agreement in teacher education on what constitutes an effective measure of student teachers' competences. Darling-Hammond and Snyder (2000:523) agree that most assessment tools are based on the belief that effective teachers possess universal traits, which include characteristics such as voice quality and a sense of humour. The authors observe that such qualities have become permanent items on student teacher assessment scales. In contrast, Maphosa, Shumba and Shumba (2007:297) report that, in the Zimbabwean context, lesson planning and delivery are given prominence in assessment during teacher practice.

It is evident from the literature that it takes time for academics to learn how to align evidence of quality with relevant achievement standards, and to achieve consistency of unfair. This lack of "grade integrity", according to Sadler (2010), means assessors are unclear about learning quality. Vague assessment grading tools are not, in fact, objective arbiters of performance, nor are they defensible, or do they encourage consistency of teacher unfairs. The gap that exists in Australia's TEQSA document is the demonstration of appropriate standards of quality assurance to meet the requirements of the profession (Grainger & Weir, 2016:74). The design of their grading tools and efficacy for judging student work often vary within and across tertiary education contexts. In my view, the gap in the policies is that they do not indicate the "how" part of assessment, and do not indicate the tools to be used for assessing WIL. As indicated by Elwood (2013:109), few assessment activities expose students to their assessment, and assessment does not develop students' management skills or enrich their interpersonal relationships. This lack of exposure of students to their assessment contradicts the South African MRTEQ policy. Hence I came with the current study to evaluate inclusion of the voice of student teachers in the assessment of WIL using TLT.

2.5 SOLUTIONS TO WIL ASSESSMENT

This section discusses five possible solutions proposed by the literature for the challenges faced by the assessment of WIL of student teachers.

2.5.1 Assessment literacy of WIL assessor

The assessment literacy of assessors for WIL is one of the solutions to the challenges of WIL assessment for university student teachers. Lian and Yew (2016:294) define assessment literacy as a solid and sound knowledge and skills of educational assessment that are required by teachers in assessing students' mastery of learning outcomes. This solid and sound knowledge is seen in the study conducted in Colombia, which shows assessment implemented by continuously determining the complex extent of the knowledge of students, the way they understand aspects of the curriculum, and how they demonstrate that understanding (Restrepo, 2013:167). Following that study was the one conducted in Singapore showing that it is critical to understand what assessors know about assessment and the resulting practices that are created based on the decision-making process (Shin, 2015:2). The two studies propose that the assessor learns to move from a passive interpretation to an active application of a variety of assessment data that would impact teaching and learning. Assessors should be trained on how to implement the assessment of WIL correctly. The training should assist assessors to understand that assessment can be categorised as serving two purposes: formative and summative (Coll *et al.*, 2014:190). Lam (2015:169) emphasises that assessment plays a crucial role in the process of teaching and learning, and that lack of appropriate training in assessment is considered "professional suicide". Assessment is a process that takes place continuously throughout a lesson to monitor if learners are following the lesson, to diagnose difficulties in learning, and to identify anything that makes learning difficult.

Dunn and Mulvenon (2009:2) are of the view that continuous assessment is a formative assessment for learning to provide feedback during teaching, with the purpose of adjusting ongoing teaching and learning. Dixon-Roman (2011:2) continues to argue that a single assessment is often used for multiple purposes: to assess progress and to

monitor learning. Following their study is the study by Cordiner (2011:1) and Ndalichako (2015:326), showing that assessment should be done to integrate the learning and teaching processes. I support the notion by the above assessors for putting the assessment of WIL for university student teachers at the centre of the process of learning to teach, as Wiliam (2013:15) argues that it helps student teachers to learn what they are taught.

Assessment literacy is also supported by Rogier (2014:3), who indicates that assessment provides decisions that influence instruction, helps to determine what should be done to meet instructional objectives, and provides information for administrative decisions. Assessment of student teachers' WIL provides information on how they learn to teach in an authentic environment, and provides information on progress in the teaching practice module. Assessment assists in determining priorities and the context it imposes. That is why it is essential to acknowledge that "one type of assessment does not fit all" (Dixon-Roman, 2011:2). Dunn and Mulvenon (2009:2) speculate that one assessment could be used by students and lecturers, as well as by administrators to inform the learning process to create policy changes. With all these explanations about assessment, I agree that the assessment of WIL is vital for effective teaching and learning, because it provides guidance to students on their performance, contributes to improving the learning process, and provides feedback on students' progress over a period, so that they can identify and correct any errors or learning difficulties (Ndalichako, 2015:326). Hence I came up with the study to evaluate the inclusion of the voices of student teachers in the assessment of WIL. Harlen (2014:5) agrees, and lists among the purposes of assessment helping students while they are learning, and finding out what they have learned at a particular point in time.

I note that the assertions made by these authors are in accordance with TLT, as indicated by Clavert, Björklund and Nevgi (2014:686), namely that students require self-awareness and commitment if they are to achieve conceptual change. The purpose of the assessment of WIL is to identify errors and learning difficulties experienced by student teachers; to inform students and lecturers about learning processes; and to provide administrators with the necessary information to create policy. Therefore, the different

uses of assessment should be considered to achieve each purpose of assessment. The main purpose of formative assessment tasks is providing students with feedback so that they can improve their achievement of learning on current or subsequent tasks. This type of assessment serves a diagnostic purpose for both students and assessors. An assessment task that is formative may be awarded a grade that could contribute to the final grade of a unit of study (Cordiner, 2011:8). According to Crisp (2012:33), formative assessment is designed to improve learning, and summative assessment is designed to judge learning. Devenshire and Brailsford (2012:271) indicates that assessment must be integrated into the syllabus, so that certain standards of competence are attained.

This study presented evidence of what should be learned during WIL, to indicate that student learning outcomes are improved when formative assessments that are coupled with timely feedback are done. Teacher education institutions should incorporate opportunities for formative assessment into their assessment policies, so that summative assessments do not distract students by coming as a surprise to them. I concur with the research quoted in this section and the discussion that assessment is an integral part of the teaching and learning process; that a single assessment can be used for multiple purposes; that assessment is used to determine what students have learnt; and that it provides administrative information on their module progress. I also concur with Cordiner (2011) that a formative assessment of WIL can serve the purpose of diagnostic and summative assessment. Assessors must understand that there are a variety of assessment tasks that students can do. I do not align myself with summative assessment, because it is contrary to TLT in the sense that it promotes unfairal assessment.

2.5.2 Purposeful WIL assessment

This section will discuss purposeful assessment of WIL in response to the second challenge facing assessment: lacking a purpose for assessing WIL. Reimann and Sadler (2017:725) conducted a study in the UK and discovered that assessment should involve students actively – it should not be done to them as students. This study followed a study conducted in South Africa by Junqueira and Matoti (2013:29), who indicate that the purpose of assessment during WIL is to determine whether student teachers develop a

positive attitude towards teaching as a career. Therefore WIL can have both positive and negative influences on student teachers. Hence I came up with the current study to evaluate the inclusion of the voice of student teachers in the assessment of WIL in an attempt to develop a positive attitude towards teaching as a career. One of the conditions of transformative learning suggested by Zheng, Cui, Li and Huang (2018) is that students must get opportunities to explore alternatives in their learning. Student teachers learn teaching skills as they engage in assessment while practising teaching in WIL, while being exposed to the intrinsic component of instruction, and receiving feedback from assessors. According to Su (2015:9), formative assessment provides feedback on learning progress, and requires recognition, but it has been neglected. Su suggests a shift from summative assessment to formative assessment in order to support learning.

I concur with these researchers that the guidelines of teacher education institutions could serve to create an image of assessment that is more objective than it is in practice. Developing a positive attitude in university students during WIL about teaching as a career will influence student teachers to pursue teaching as a career, and the students will set goals for themselves, committing themselves to exerting greater effort to achieve the WIL learning outcomes. I align with McSweeney (2012:3), who affirms that assessment for learning is an ongoing process. It should be a reflective component of instruction, and should involve assessors, students and their peers, who make unfairs about learning and take action to close the gap between the desired and actual performance. Assessment should not be done to students, but should encourage students' learning and acknowledge students in their learning progress.

2.5.3 Shared responsibilities between schoolteachers and student teachers

The third solution provided by the literature is sharing responsibilities among teachers as assessors, and student teachers. This notion is supported by a study conducted in Sweden, which found that bringing about change requires that reforms build on collaboration and consensus between different stakeholders (Lohmander, 2015:170). Singh, Yager, Yager and Ali (2012:198) confirm that students succeed to a greater degree when their learning styles and the learning environment provided by teachers are

consistent. Although WIL burdens teachers at schools with extra work, and leave less time for teaching (Qinyang, 2013:81), they cooperate with university student teachers who visit their schools for WIL. Student teachers are encouraged by teachers to use their own experiences to create new ideas applicable to the world in which they practise to teach (Bukova-Guzel, 2007:1190).

The MRTEQ (DHET, 2015:8) indicates that pedagogical learning and practical learning are among the types of learning that require teaching and learning to be effective, to be integrated, and to be applied to knowledge for the purpose of teaching. Pedagogical learning and practical learning must be acquired by student teachers during their professional training. The policy indicates that pedagogical learning must include the active involvement of learners, the curriculum and strategies of assessment, content knowledge of the area of specialisation, and teaching methods. Practical knowledge should include learning in and from practice. In learning from practice, students practise by using resources that are available to analyse different practices across a variety of contexts, video records, lesson observations, and teaching in authentic and simulated classroom environments. The MRTEQ document regards practical learning as an essential component of learning to teach. Driscoll (2005:159) reports that learning is constructed in a way that means the participants are changing and transforming through their actions in relation to the world.

Wilen and Phillips (1995:135-138) report that conditions were created in South Africa for learners to generate their own knowledge so that learners discover answers that are more memorable and that encourage and emphasise creative thinking and thinking skills, such as analysis, synthesis and evaluation. These skills are integrated with knowledge when learners organise and analyse data in a variety of ways through constructivism. WIL at schools provides a space for student teachers to practise skills learnt in lecture classes in an authentic environment. Therefore, I came up with this study to evaluate the inclusion of the voices of student teachers in the assessment of WIL for them to use active strategies, whereby they take responsibility for their own learning, and work in groups to develop a wide range of skills.

Teachers who are familiar with their working environments understand where their learners come from, and it is easier for them to interact well with student teachers. If this interaction is absent, learning of student teachers is unlikely to be maximised. The challenge facing teachers is that teaching in a particular environment influences university student teachers who teach in that environment too. The current study envisages to give student teachers the opportunity to collaborate with people with experience of the world, so that they learnt about the new environment. I concur with the researchers quoted in this section that, if student teachers learning to teach are to become effective, the practice environment needs to be accommodating, and students must collaborate with mentor teachers at that school. I consider engaging students in their practical learning as one of the elements of TLT that guided the study.

2.5.4 Assessment policies and tools relevant to WIL

The fourth solution for assessment of WIL involves assessors applying relevant assessment policies and tools in the WIL programme. The Education Council, Aotearoa, New Zealand, and the Australian Institute of Teaching and School Leadership proposed the assessment of initial teacher education programmes in New Zealand as the key instrument for teacher education and accrediting beginner teachers at national level (Aspden, 2017:128). Student teachers in New Zealand are placed at schools for WIL, and the assessment of WIL is critical for determining their readiness to teach. This practice is similar to that in South Africa, where the MRTEQ policy guides the management of WIL (DHET, 2015:13). Flores *et al.* (2015:1525) emphasise that assessment tools, together with positive feedback, are the key elements of the student learning process and student self-regulation.

A gap in my study is that the policies mentioned above are silent on how to assess WIL, and do not describe the tools that could be used. The policies only talk about how the proper implementation of policies for WIL assessment contributes to giving direction to the achievement of the expected outcome. This is supported by a study conducted in Malaysia, which criticised the use of teacher observation as the primary instrument to assess the WIL because of the nature of the observation itself (Yahya, Mansor &

Abdullah, 2017:892). This criticism is also supported by Rusznyak & Bertram (2015), who suggest that the teacher observation instruments does not support student teacher professional development adequately, as it lacks the element of assessment for learning concept rather than an assessment of learning in the current practice. I conclude that policies give teacher education institutions leeway to develop their own tools and ways to assess WIL.

2.5.5 Providing prompt feedback on assessment

This section discusses providing prompt feedback as another solution to the assessment of WIL of student teachers. Feedback is valuable to students, as it can prompt reflection and improve their learning (Ion & Stingu, 2014:245). This notion comes from Jones (2005:1), who characterises assessment for learning as effective feedback provided by teachers to learners on their progress. Jones attaches value to the quality of feedback, which is determined by the way learners receive and use it. The quality of and application of feedback are determined by whether assessment is for learning, or whether it is assessment of learning. Feedback enables assessors and students to collaborate and discuss misunderstandings that could arise during the process of assessment (Zheng *et al.,* 2018:508). The study conducted in China by Liu, Lan and Zhang (2017:11) proposes that synchronous group discussions be used to assist in filling gaps caused by misunderstandings between assessors and students who have been exposed to conflicting ideas. Theses group discussions for feedback allow assessors and students to explain their ideas more comprehensively and communicate with one another in discussions. Reinholz (2016:310) supports the idea that synchronous discussions between assessors and students can help students to improve their work by providing more constructive feedback.

Reimann and Sadler (2017:725) assert that assessment is something students are and should be actively involved in, not something that should be done to them. These researchers indicate that assessment should not be seen only as summative end-point testing to provide feedback to the students by the tutor. Instead, they regard it as an ongoing, intrinsic component of instruction that involves teachers, learners and their peers

in making evaluative unfairs and taking action to close the gap between actual and desired performance. Achievement goal theory focuses on two types of assessment, namely mastery focused or performance focused (Daniels & Poth, 2017:839). A mastery-oriented classroom focuses on ensuring that learners gain competence, while a performance-oriented approach to instruction involves practices that focus on grades, competition and inauthentic tasks.

I concur with the research reported in this section that feedback is important and that assessment must be accompanied by feedback. This study used approaches to instruction and assessment to examine the alignment of instruction and assessment. Student teachers who participated in this study were involved in the assessment of their learning during WIL, which motivated them to maximise their learning without assessors having to be bias.

2.6 CONDITIONS CONDUCIVE TO WIL ASSESSMENT

This section discusses conditions conducive to the assessment of WIL of student teachers as reported by literature. It is desirable that teacher education programmes provide opportunities for student teachers to explore and internalise practices related to instruction and assessment, including creating mastery-oriented classrooms, balancing summative and formative assessments, and integrating instruction and assessment to support learning (Daniels & Poth, 2017:835).

2.6.1 Mastery-oriented classrooms for WIL

Mastery-oriented classrooms are one of the conditions that was discovered by the literature as being conducive to the assessment of WIL. Mastery-oriented classrooms are concerned with appropriate pedagogical handling of students by teachers, and that teachers handle the problems of students appropriately (Schiefele, 2017:116). In this current study schoolteachers are mentors to student teachers and assessors of WIL. The study by Schiefele (2017:116) in Germany shows that the way assessors handle student teachers during mentoring determines the way assessment is done. Kafwa, Gaudience

and Kisaka (2015:2) declare that Jesus, in the New Testament, was not concerned about test scores when it came to learning; he gave the answers to questions through creative and critical thinking. This claim of Kafwa *et al.* shows that Jesus implanted assessment into outcomes, and did not implement it on people. Teaching supported a learner-centred approach, as the results were outcome based. WIL assessment of student teachers should focus more on how students engage with teaching, and should not be unfairal. Klenowski (2009:264) furthermore argues that the impact of assessment on learning is positive if the evidence is positive and enhances learning.

The study by Killian (2015:387) from the United States supports Wylie and Lyon (2012:1) that assessment of performance takes place before the lesson or during the lesson, to stimulate learning and get insight into and an understanding of knowledge relating to current learning, as well as evidence that can be used to improve current learning. Booyse and Du Plessis (2014:79) write that assessment becomes formative when the evidence is used to shape the teaching in order to meet the needs. Looney (2010:5) argues that formative assessment is the most effective when it is practised systematically – that is, when it is integral to the teaching and learning process. Congruently, Reddy, Le Grange, Beets and Lundie (2015:47) state that formative assessment takes place through formal and informal assessment activities in the process of teaching and learning, and the term "assessment for learning" is used to explain this form of assessment.

Harlen (2014:5) asserts that the purpose of formative assessment is to assist learning; that is the reason why it is called "assessment for learning". Furthermore, the DBE (2011:24) states that assessment for learning is developmental. It assists learners to improve and progress by identifying their strengths and weaknesses. Assessment for learning is any assessment that was designed to promote learners' learning (Florez & Sammons, 2013:3). The DBE (2012:3) explains that informal assessment or daily assessment serves to monitor and enhance learners' progress. It is done by the teacher through observation and through interaction between the teacher and the learner, and it can be initiated by either the teachers or the learners. Li (2012:16) contends that assessment for learning is aligned with the constructivist view of learning. Drawing from the above discussion, I see mastery-oriented classrooms for work-integrated learning as

one of the conditions conducive to the assessment of WIL, hence an evaluation of the inclusion of the voices of student teachers in the assessment to prepare WIL assessment.

Formative assessment is seen the appropriate assessment to prepare assessment of WIL and often an instructionally embedded measurement method, providing feedback to both the teacher and student on learning and developmental progress, and informing instructional strategies (Dixon-Roman, 2011:2). In support of this, Florez and Sammons (2013:3) postulate that assessment activities help learning to provide information that can be used as feedback by teachers and by their learners in self-assessment and peer-assessment to modify teaching and learning activities they are engaged in. Hofman, Goodwin and Kahl (2015:6) argue that formative assessment is not simply frequent testing, nor is it interim or benchmark assessments, such as those provided by publishers or multi-state assessment consortia; rather, it is a sequence of instructional steps, one of which involves ongoing monitoring and evidence-gathering of students' learning related to a particular learning target. Feedback, student involvement, and learning progressions are four elements that identify the gap between formative and summative assessment (Heritage, 2008:141).

To summarise, I discovered that formative assessment takes place continuously during the learning process, before the instruction and during the instruction, with the purpose of improving the teaching and learning process. Formative assessment can take place through formal or informal assessment. Formative assessment is assessment for learning, and its main purpose is to promote learners' learning. Therefore, formative assessment must help learners to learn, identify teaching and learning gaps, give feedback to both the teacher and learners about the teaching and learning process, and allow active participation of learners in the teaching and learning process, because it is based on a constructivist view. I found formative assessment to be one of the pillars of assessment of WIL in the study as a strategy for effective teaching and learning of student teachers at schools. Based on the preceding discussion, I conclude that formative assessment takes place before instruction (diagnostic), and during instruction, with the purpose of gathering evidence that can be used to improve the teaching and learning process. I contend that formative assessment must identify teaching and learning gaps,

give feedback to both the teacher and learners about learning that has taken place in order to modify teaching and learning strategies, and allow learners to participate actively in their learning. I agree with Hofman *et al.* (2015) that formative assessment should not take place by mere frequent testing without purpose, by following assessment activities in the textbooks as they are, or by using assessment activities provided externally, without aligning assessment activities to what has be taught to learners. The story above recounted by Kafwa *et al.* (2015) shows that Jesus assessed the action of critical thinking, rather than assessing people.

2.6.2 Balancing summative assessment with formative assessment for WIL

The second condition for assessment of WIL is a balance between summative and formative assessments of WIL. This condition is supported by Li and Gao (2016:888), who advise that assessors should understand quality performance and provide valid assessment and valuable feedback. Li and Gao (2016) indicate that assessors may lack the ability to conceive and apply marking criteria correctly, which would impact the validity and reliability of results. Assessors who are inexperienced and ill equipped to identify the strengths and weaknesses of performance may misconceive the marking criteria. Assessment during WIL should provide students with the opportunity to reflect on their strengths and weakness (Avalos, 2011:15). The feedback that student teachers receive from assessment opportunities should guide them in constructing their professional knowledge and philosophy (Ali & Khalid, 2015:424). Student teachers use assessment opportunities as learning experiences, by aligning feedback received about WIL with other components of the initial teacher education curriculum (Manzar-Abbas & Lu, 2015:2).

I align myself with the study conducted at the University of the South Pacific Fiji Islands by Dayal and Lingam (2015:44) that revealed formative assessment as any activity that provides information to be used as feedback to modify instruction with the intention of catering to the learning needs of the students. Actions that support formative assessment include, but are not limited to, effective questioning, providing quality feedback, and involving pupils in peer and self-assessments. In this current study, assessors made meaning and set up a learning environment to promote learning with continuous diagnosis

(Berry, 2004:1). One of the purposes of assessment in this study was to evaluate the inclusion of the voices of student teachers in the assessment of WIL as they learn to teach, for them to reconstruct their learning environment. Assessment of WIL in the study took place at four levels of teaching and learning: prior to the presentation of a new lesson; during the presentation of a lesson; at the end of the lesson presentation; and after the lesson (DBE, 2012:3). There were meeting discussions prior to a new lesson to determine the prior knowledge of student teachers in relation to the new lesson (Karolich & Ford, 2013:35). At this stage, student teachers were assessed by the teacher or by the lecturer and student teachers made reflection to determine their knowledge during WIL. This stage was a preparation stage, during which students began to understand assessment criteria and what is expected of them in WIL. This was done for self-awareness, as Maxwell *et al.* (2016:2) assert that self-awareness includes changes to knowledge of personal behaviours, attitudes, needs and emotions. This self-assessment addresses the misconceptions that were established during the acquisition of prior knowledge, and appropriately assimilates other knowledge about which there are gaps in relation to the new content (Spence & McDonald, 2015: 297). According to Han *et al.* (2013:103), formative assessment is significant for diagnosing the weaknesses and strengths of a programme, and to attend to aspects missed in the development phase, which students need if they are to become effective teachers.

According to Grantz and Gruber (2014:24), formal self-assessment that is implemented on the component should assist students to observe their own performance, analyse their performance and make connections between their developments for WIL. Coll *et al.* indicate that formative assessment helps students to improve in the process of learning, and summative assessment evaluates their level of achievement of the outcomes of learning at the end of a placement. Students should judge their performance against predetermined criteria, and should plan for future performance and development within and beyond the course. Mader (2013:55) indicates that assessment should be a learning and capacity-building instrument to help reflect on actions taken, and to improve future processes.

In this study, synchronous group discussions served as a platform to assist in clarifying misunderstandings about assessment (Zheng *et al.*, 2018:501). Liu *et al.* (2017:401) mention that assessors and students can address conflicting ideas about assessment effectively through group discussions. In this study, the co-researchers, as assessors, and students could explain their ideas more fully and could communicate with one another through discussion meetings. Constructive feedback on how to improve learning during WIL can be provided through synchronous discussions between the assessor and students (Reinholz, 2016). These discussions between the assessors and students demand time from the assessors and students, and the discussions increase the workload of teachers at schools.

In my view, assessment that is used during the lesson presentation determines the extent to which learners follow the lesson presentation, and whether they understand the new content. I have found that it is at this stage of WIL that student teachers are assessed or do self-assessment to evaluate the art of teaching in schools. Assessment at this stage addresses misconceptions that may arise in practice teaching during WIL. Assessment, whether by students themselves or by someone else, is done to improve learning, by informing student teachers how they should conduct teaching to achieve the highest standards (Msimanga, 2017:48). I concur with Msimanga that, in this study, this assessment process needs to be student-centred, to involve them and other co-researchers; that is, experienced teachers, the teaching practice officer and the researcher. This application of assessment at this stage could provide feedback and recommendations for subsequent remediations of problematic aspects, thereby promoting better outcomes and helping the university to determine the future needs of the teacher education programme.

2.6.3 Instructional and assessment support for WIL

Integration of instruction, and assessment support for WIL is the third condition that is conducive to assessment. Kim and Hannafin (2016:445) agree that students need instructional support to increase their awareness, so that they can manage their cognitive load, and automate evaluation of the specific task over a given period. The instructional

support is in line with the major transformation of the South African education system, which has undergone a radical paradigm shift since 1994, which changed the curriculum policies from Outcomes-Based Education, the National Curriculum Statement, the Revised National Curriculum Statement, and the Curriculum Assessment Policy Statement to move away from using traditional ways of teaching and assessment (Schlebusch & Thobedi, 2004:40). The South African Constitution, Act 108 of 1996 (RSA, 1996) was the basis for curriculum changes and development. The preamble of the Constitution states that the aim of the Constitution is to heal divisions of the past and establish a society based on democratic values, social justice and fundamental human rights; and to improve the quality of life of all citizens, build a united democracy and lay the foundations for a democratic and open society, in which government is based on the will of the people. The 2001 National Curriculum Statement policy emphasises that outcomes-based education forms the foundation of the curriculum in South Africa to enable all learners to achieve to their maximum ability. In line with the above curriculum changes in South Africa, I saw the need to discuss the inclusion of student teachers in the assessment of WIL to build a united democracy in an open society.

In Nigeria, Ofoa (2011:74) found that learners, after completing their schooling, became inactive citizens of the country due to a lack of skills, implying that learners were not taught the required skills at schools. It was also found that in Nigeria learners lack an interest in lessons, because most educators still use the lecture method (Abdu-Raheem, 2012:19). This study in Nigeria shows that schoolteachers did not engage students in their teaching, which is how they were assessed in their learning to teach for the profession. This lecture method is contrary to the requirements of education, as Reimann and Sadler (2017:725) emphasise assessment not as something to be done to students, but as something students are and should be actively involved in. Policies relating to the assessment of WIL show what and how to do the assessment of WIL of student teachers.

2.6.4 Exploration and internalisation practices related to WIL

Another conducive condition for assessment of WIL is for student teachers to explore and internalise practice related to WIL. DeLuca and Bellara (2013:356) support this condition

by indicating that student assessment plays a central role within the current accountability and standards-based context of public education in the United States. The researchers identified that federal policies outlined in No Child Left Behind (US NCLB, 2002) and the Blueprint for Reform (USDOE, 2010) have prompted states to increase their use of large-scale, standardised assessments to measure student achievement, teacher effectiveness, and instruments of public policy. Education policies in the United States emphasise in their professional standards that teachers are required to be assessment literate (US CCSSO, 2012; US InTASC, 2011; US NCATE, 2008).

The CCSSO (2012) asserts that assessment-literate teachers understand how to construct, administer, and score reliable assessments and communicate valid conceptions about student learning. Assessment literacy involves integrating assessment practices, theories, and philosophies that support teaching and learning within a standards-based framework of education. In my experience, an accurate understanding of assessment policies, as listed above, lays the foundation for learning. In this study, student teachers and experienced teachers understood how to do assessment during WIL. In South Africa, the MRTEQ policy emphasises that WIL is learning from and in practice, and it mentions that the practice should be formally assessed (RSA DHET, 2015:13). Australia introduced its TEQSA to regulate the development of a set of assessment standards for every programme offered at universities (Grainger & Weir, 2016:74). Grainger and Weir indicate that these recent changes brought about a need to investigate alternative approaches of accommodating the new standards of TEQSA. The WIL programme in South Africa should align itself and comply with the policies of MRSTEQ. Self-assessment is likely to encourage students to accept responsibility for their learning; they develop reflective thinking skills and apply metacognitive strategies (Bourke, 2016:100).

Boud and Molloy (2013:700) assert that close monitoring of the development of students' performance over time and providing multiple opportunities for students to make comments are the conditions that make feedback possible. When student teachers apply self-assessment practices during WIL, the outcomes of WIL could improve their motivation and their engagement in the learning process. Hudson (2014:65) encourages

oral feedback during open discussions between mentors and mentees, which translates the teaching experience into professional discourse, and presents open articulation of practices available for discussion, rather than private thoughts that may leave questions unanswered. Hudson refers to the applicability of Vygotsky's social constructivism to the mentoring process, particularly during feedback, when both mentor and mentee can share their understanding and construct meanings that have value for specific teaching contexts. The assessment tools, according to Connaughton, Edgar and Ferns (2014), measure the capabilities of students regarding learning outcomes. Ferns and Zegwaard (2014:182) support the idea that the assessor needs to be confident that the assessment tool is designed to measure the development of a particular student attribute, and measures what it is intended to measure. It becomes evident from the above that assessment is done to address particular learning outcomes. The learning outcome in this study was how students learn during WIL, and the assessment should focus on performance of students in teaching.

Assessment was discovered to be conducive to student teachers when effective feedback is provided to improve learning (Artsa, Jaspers & Brinke, 2016:160). Artsa *et al.* (2016:160) list four types of feedback: feedback on the task level, on the process level, of self-regulation, and feedback on self. They explain that feedback on the task level should provide information about present performance and it should inform whether the work is complete, correct, and relevant. Feedback on the process level informs how the student processes the learning. Feedback on self-regulation level appeals to the skills of self-evaluation; it references the strengths of the individuals. Feedback on self consists of remarks about the student. Lempert and Tricomi (2015:262) agree that positive feedback is both rewarding and informative. In turn, negative feedback can also be informative, although it can be construed as punishment. Feedback should enable students to identify the gap between their own performance and a given set of expectations, and provide advice about potential areas for improvement (Bayerlein, 2014:916).

2.7 THREATS TO WIL ASSESSMENT

The fourth objective of the study was to analyse the threats to the assessment of WIL of student teachers. The following subsections discuss five threats facing the assessment of WIL, as identified from literature.

2.7.1 Misuse of WIL assessment by assessors

Misuse of assessment by assessors was one of the threats facing the assessment of WIL. Dunn and Mulvenon (2009:3) report that many assessors misuse formative assessment as a compliance mechanism, and the way they carry it out is not intended to enhance their teaching. Many assessors prefer to use formative assessment as comprehensive assessment, done at the end of the lesson to ensure that learners have mastered new content, as reflected in the lesson objectives. These assessors do not consider using summative assessment as a follow-up of formative assessment, long after the lesson, as post-assessment that may include and integrate with other topics (Chróinín & Cosgrave, 2013:221). Summative assessment is considerate of learners' different cognitive and affective abilities, and must be developed in accordance with critical cross-filed outcomes (Broom, 2015:29).

The study conducted in Australia by Broadbent, Panadero and Boud (2018:308) shows that numerical marks, awarded at the end of the semester or the year for recording and grading students are a threat to teacher education institutions. This threat was also discovered in Zimbabwe by indicating the three challenges facing assessment of WIL; the teaching mark lacks validity and reliability; assessment by grading lacks practical value; it hinders the student realisation of objectives of WIL; and can impair relationships between the student and assessor (Chikasha & Majoni, 2014). Assessment of WIL in Zimbabwe is inconsistent and lacks reliability and validity, because most assessors do not have basic training in assessing practical teaching.

I align myself with these researchers, and agree that formative assessment practices become less important if the assessment tasks are not graded, because it causes a dilemma: how to encourage students to engage with tasks when they are reluctant to

undertake tasks. This study did not separate formative assessment from summative assessment; it intended that students test their self-awareness in WIL.

2.7.2 Mismanagement of self-assessment in WIL assessment

Another threat to the assessment of WIL is mismanagement of self-assessment. Kun (2016:350) asserts that self-assessment should be managed properly if it is to enhance students' efforts and performance in relation to their learning. Mismanagement of self-assessment may cause students to set inappropriate learning goals for themselves, and/or mismanage their learning efforts, leading to lower performance, both for themselves and for the institutions. Restrepo (2013:168) asserts that self-assessment must justify the learning process; it must not only be used for rewarding by grading and calculating accumulative grades, as is done for formative assessment. Wolffensperger and Patkin (2013:17) perceive self-assessment as a way of developing self-oriented learning, increasing responsibility for learning and attaining self-study, since it is based on developing self-assessment in learning through reflection about learning. Through self-assessment, students are more likely to accept responsibility for their learning, develop reflective thinking skills and apply metacognitive strategies (Bourke, 2016:100).

I concur with the researchers quoted in this section that poorly performing students might underestimate their abilities, and then put too little effort into learning, lowering their expectations and goals. Alternatively, if they overestimate their abilities, they may set themselves unattainable goals. I agree that self-assessment is a good way of increasing responsibility for learning, which was needed in this study. Student teachers were expected to practise the skills of teaching in a responsible manner through self-regulation.

2.7.3 Workload of assessors for WIL assessment

The third threat to the assessment of WIL identified by the literature is that assessment increases the workload of assessors. Kizilaslan (2012:244) discovered the workload of teachers may affect the way WIL is assessed in Turkey. The threats of workload to the assessment of WIL was discovered to be caused by a lack of collaboration between the

practice school and teacher education institutions. Placement, supervision and mentoring of student teachers during the programme increase the pressure on hosting schools. It was discovered that schools need specialised teachers to mentor student teachers for the WIL programme to be effective. Lack of teaching materials in schools makes it difficult for teachers to perform their teaching duties when they are assigned student teachers to mentor. Kizilaslan (2012) asserts that the workload includes administrative work and extra duties that teachers have to carry out, aggravated by a lack of teacher training in the area.

The lack of teacher training in the area causes some schools to have poor quality teachers who are not properly qualified. Furthermore, some schools have a shortage of teaching and learning resources, and teachers rely on the telling method of teaching, spoon-feeding students and giving excessive assignments (Wang & Zhao, 2011:37). The poor training at these schools affects the assessment of WIL because of the context of teachers and student teachers at these schools. Irvina *et al.* (2012:331) Furthermore assert that schools are exposed to many challenges that affect education, including the recruitment and retention of qualified teachers, offering a comprehensive curriculum and advanced courses, geographic isolation, shrinking local tax bases, and failure to obtain equitable federal and state funding. All these challenges exacerbate threats experienced by the study to assess university student teachers on WIL; hence the current study to evaluate the inclusion of the voices of student teachers in the assessment of WIL to reduce the workload at these schools.

Peterson, Bornemann, Lydon and West (2016:282) indicate that schools often employ teachers with multiple subject endorsements to teach various classes and grade levels. Teaching is particularly onerous if teachers have extremely heavy workloads, and are required to in correct homework and prepare activities for different classes every day. With this burden of extra work, teachers spend less time teaching (Qinyang, 2013:81), because teacher education institutions depend on experienced and qualified teachers to mentor the students too.

2.7.4 Mistrust of and lack of support to student teachers by assessors

Another threat discovered in the literature is the limited support provided by and lack of trust by the teachers in relation to the assessment of WIL. There is not much literature in relation to the support and trust by schools for WIL. Koross (2016:80) asserts that these shortcomings pose threats and, unless they are addressed, may affect students' performance during WIL. Koross furthermore mentions that, if this lack of support and trust is not addressed in time, it may affect student teachers' conceptions of teaching as a profession. I concur with Koross, because the experiences of student teachers during WIL can influence their conceptions about teaching as a profession (Mannathoko, 2013:115). I also believe that researchers have failed to consider whether student teachers receive adequate support in the programme. It could be that much of the research that has been done was done at schools that were prepared and willing to assist the teacher preparation programmes. Assessment of WIL of student teachers who did not get enough support from the schools or mentor teachers would be considered invalid, because the expectation of WIL is that students should be assessed formally for the programme.

2.8 SUCCESSFUL APPROACHES TO THE WIL ASSESSMENT

This section discussed the last objective of the study, namely to find evidence of success of using TLT to assess WIL of university student teachers. The next sections discuss the evidence of the success of WIL assessment, starting with working relationship of mentors and lecturers during the assessment of WIL.

2.8.1 Working relationship between mentors and lecturers

The success of collaborative assessment was evident in the study conducted at five teacher education institutions in South Africa by Rusznyak and Bertram (2013). Among other successes mentioned are two institutions using the form requiring the WIL assessment to be completed jointly by the schoolteachers and lecturers, only done separately in cases where a consensus between the teacher and lecturer cannot be

reached (Reed, 2014:13). This study shows that the assessment of WIL requires that university staff members and schoolteachers are in contact with one another, and the study makes suggestions to bring together particular perspectives that together combined the overall assessment,

> The extended time that the school based teacher spends with the student and the more global view of student teachers that the university tutor brings to bear on the assessment. As a result some criteria tend to be more about appropriateness/responsiveness to the given subject/context, than about the application of particular (preferred) methodologies.

Rusznyak and Bertram found the other institutions using different forms for the schoolteachers and university staff members to complete. In these instances they discovered,

> the forms emphasising different aspects of the student's teaching, revealing an assumption that the school based teachers are better able to comment on the student's extra mural involvement, inter-personal relationships, and general professionalism over an extended period of time, while the university tutors are more able to assess the extent to which a student teacher is meeting the requirements of the university, and the way s/he is drawing on her/his university coursework to inform her/his pedagogical decision making.

The above two findings indicate the success of WIL for university student teachers with caring mentors.

2.8.1 Successful implementation of WIL assessment

The success of the implementation of WIL is an indicator of success, and should provide meaningful reports on achievement (Msimanga, 2017:50). Mege (2014:20) indicates that assessment can be effective if it is done to determine how much teaching and learning have taken place. Mege explains that assessment is the link between the learning outcomes, the content, and teaching and learning activities. The current study aligns with Msimanga (2017) and Mege (2014), who state that student teachers are assessed to determine how much teaching and learning have taken place during WIL. This type of

assessment is called summative assessment. In the study, the results of this assessment determine how much learning of student teachers has taken place during WIL.

Assessment was done in this study to provide insight into the way students enhance their learning processes in WIL, and how they identify their teaching strengths and weaknesses. According to Keating *et al.* (2012:249), assessment helps to align and direct student learning, so that it responds to the learning needs of individual students, unlike traditional assessment practices, which exclude the student body. The main purpose of assessment is to prepare students for life (Coll *et al.,* 2014:90). Traditional assessment includes the examination or written test, and promotes a hierarchy of grading by identifying bad or good grades (Flores *et al.*, 2015:1524). This means students have to write tests and examinations, which they have to pass if they are to be progressed to the next grade. Students are regarded as unfit to progress to the next grade if they fail the tests or examinations. This method of assessment gave rise to the tendency of students learning only for grading, rather than to retain and build on knowledge gained.

Broadbent *et al.* (2018:308) suggest that the evidence of formative assessment is improvement of student outcomes, such as increasing their academic performance, improving their self-regulated learning, and self-efficacy. These researchers indicate that it is crucial for assessors to consider the purposes behind every assessment practice and the arrangement of activities associated with it. The evidence of success in the study was assessment without numerical scores, and involvement of students in their grading. This approach to assessment assisted students to understand how they were graded.

2.8.2 Teacher capacitation on WIL assessment

This section discussed teacher capacitation, which enables teachers to address problematic assessment issues relating to the WIL programme as further evidence of success in the assessment of WIL. This strategy was critical, as the teachers had obligations to acquire knowledge and skills about the assessment of WIL of student teachers (DBE, 2015). Some teachers lack professional skills relating to teacher development, and the training attempted to emancipate educators to execute their duties

despite their lack of training in that area (Dube, 2016:148). Recognising that different values can actually support one another exposes new potential both for intercultural relationships and comprehensive progress of the human character (Funk & Said, 2004:24). Through the strategy, teachers were enabled to match communication procedures with student teachers and create meaningful bonds with their students, grounded on candid social connections (Brown, 2004:280).

A clear understanding of assessment leads to the success of assessment. Tsai (2013:33) asserts that individual development is central to transformational learning, and self-development is the fruit of transformational learning. Tsai emphasises that inner change is the outcome of transformational learning that contributes to personal growth and development. Ferns and Zegwaard (2014:180) assert that practitioners in the workplace play a pivotal role in incorporating WIL in the student experience. Input and feedback from practitioners provide substantial benefits for student learning, and ensures currency of content and skills to which students are exposed (Hodges, 2011). The contribution of external partners is beneficial for staff, students, and institutions, although it has the potential to add complexity to the assessment process.

Hodges does not emphasise test scores, but development as a whole instead. I consider the growth and development of individuals to be the outcomes of learning. Negative results displayed by individuals show that learning did not take place in the process, while positive results indicate change and learning by an individual.

2.8.3 Incorporating WIL assessment into assessors' workload

Incorporation of the assessment of WIL into the workload of assessors is further evidence of success. Kizilaslan (2012:244) explains that an increase in staff is one of the requirements for specific teacher preparation programmes that are needed to address teaching in Africa. Ashton-Hay (2006:03) states that interpersonal relations take place through collaboration and dialogic action with others in solving problems, thereby producing a product or discussing a subject. In this study, student teachers benefited by applying the constructivist framework naturally and authentically with learners (Spring,

2001:29). Adie, Lloyd and Beutel (2013:968) assert that assessment is successful if its practice engages the team members, so that they develop a shared understanding of assessment requirements and standards, and evidence that demonstrates differing qualities of performance.

From the above I conclude that the implementation of WIL assessment should align with established criteria, learning outcomes and standards. The processes should be equitable, fair and valid, reliable, and based on evidence within the task response. The study engaged co-researchers to intensify their experience in schools as a community comprising teachers, student teachers and learners. This approach to intensifying experience was an important addition to the teacher preparation programme. it was found that even a week spent on WIL experience could make a difference to student teachers' conceptions regarding teaching as a whole. Student teachers were able to transfer their theory of teaching into practice in an authentic learning ecology.

2.8.4 Clear assessment policies and tools for WIL

The existence of clear assessment policies and tools provided further evidence of success. According to Haigh (2014:50), transformational learning is designed for learners who already have a self-created, coherent body of experience, associations, concepts, values and beliefs, from which they have constructed one or more sets of structured assumptions that they use to conceive and evaluate experience. Participants in this study possessed all these qualities. The study involved teachers with experience of assessment, third-year student teachers who have learnt about assessment methods from the university and a teaching practice officer who administers marks for the module at the university, and the teaching practice lecturer.

Haigh asserts that transformational learning is the process by which these frames of reference are changed; ideally, towards something more inclusive and integrative, and Haigh identifies six conditions. First, the conditions in the study are addressed if the co-researchers are open to change, and not locked into a particular worldview. Secondly, students must be aware of the conflicts that yet have to be resolved in their current

learning. Thirdly, they must be free to propose possible resolutions to the problems by constructing new mental frameworks. In the fourth place, the space to explore alternatives to develop personal insights should be created. They must not be afraid of confrontations that are necessary to overcome barriers – psychological, emotional and socio-cultural – and that lock them into their present mental frameworks. Finally, students must be supported in the process to build and consolidate new understanding.

Clavert *et al.* (2014:686) mention that conceptual change requires confrontation, which is followed by self-awareness, availability of alternative conceptions, and building commitment to a new conception. Assessors should move away from the traditional way of doing assessment during WIL to a more engaging assessment. They should involve students by simply elaborating an existing perspective, recognise the students' points of view, and accept them, if applicable. Assessors should expand their personal perspectives to accept others' perspectives in a process of accretion perspectival shifting.

Lastly, the assessors of WIL should build new, overarching mental frameworks that subsume their students. According to Fastre, Van der Klink, Sluijsmans and Van Merrienboer (2013:615), students should develop sustainable assessment skills that enable them to assess their performance and keep learning throughout life. Sustainable assessment will assist them to meet the needs of the present and will prepare students to meet their own future learning. These assessment skills help students become self-regulated learners who are aware of their own qualities and shortcomings, and who know how to overcome hurdles. To accomplish this, students should become responsible for their own learning and be treated as professionals right from the start of their higher vocational education. The WIL experience may ease the difficult process of transferring skills from university to the workplace (Jackson, 2015:351). Hence, feedback is commonly used to refer to information provided by teachers to students about their work (Bashir *et al.,* 2016). Feedback is an important component of the overall learning process, because it guides student learning (Bayerlein, 2014:916).

2.9 CONCLUSION

This chapter was a literature review to prepare the assessment of WIL using TLT by including the voices of student teachers. The chapter started by discussing teaching as professional practice to guide the reader why assessment is necessary in WIL. The chapter also discussed in detail the objectives of the study from a literature point of view by responding to the secondary research questions formulated in Chapter 1. The next chapter will discuss the theoretical framework used to guide this study.

CHAPTER 3:
THEORETICAL FRAMEWORK

3.1 INTRODUCTION

Chapter 3 discusses transformative learning theory (TLT), which is the theoretical framework that guided the study. The chapter also provided information on theories of assessment and define operational concepts used in the study, to provide the reader with a clear understanding of the aims and objectives of the study. Furthermore, the chapter will justify the selection of TLT for the preparation of assessment of WIL for university student teachers. The origins, epistemology, axiology, methodology and ontology of TLT and its limitations are also discussed in this chapter.

3.2 ORIGINS OF TRANSFORMATIVE LEARNING THEORY

This section discussed the origins of TLT as originated from the development of critical theory. The Institute for Social Research at the University of Frankfurt on Mein dated the establishment of critical theory in 1923 (McKernan, 2013:424). This critical theory, according to Nkoane (2013:99), has its "philosophical roots in several traditions such as Marx's analysis of socio-economic conditions and class structure, Habermas's notion of emancipatory knowledge and Freire's transformative and emancipatory pedagogy". Wigston (2007:32) positions the rise of critical theory in a crisis period in Europe, more specifically in Germany, where capitalism was demonstrating self-destructing tendencies while liberal democracy seemed impotent and understanding that critical theory was responding to positivism in the Marxist class. I adopted transformative learning theory (TLT) in this current study by evaluating the inclusion of the voices of student teachers in the assessment of WIL because of its transformative and emancipatory pedagogy. I understand the idea of Therborn (1970:67-68) how critical theory was traced from Marxist tradition, and that it is an academic discipline and approach aligned with seeking to bring the "basic contradictions of capitalist society to consciousness by placing itself outside the mechanism of its reproduction and the limits of then prevailing division of labour". The

members of the Frankfurt School, according to Therborn (1970:30), were shaped in their thinking by the concept of the political economy, which intended to transmute political economy through collaboration between philosophers, economists, and psychoanalysts. Dames (2017:35), indicate "critical theories have three major concerns: mapping injustices in education, tracing those injustices to their source, seeking and proposing remedies to those injustices". In line with the above discussions, this study is aligned with the development of critical theory in relation to TLT to the Frankfurt School, to address socio-economic conditions and emancipatory pedagogy (Nkoane, 2013:99), to liberal democracy (McKernan, 2013:424), and to seek justice and propose remedies to those injustice in education (Dames, 2017:35). Hence the current study of evaluating the inclusion of the voices of student teachers in the assessment of WIL using TLT.

3.2.1 TLT according to Mezirow

TLT was first developed by Mezirow in 1978 (Uyanik, 2016:127), with adult learning as the basic property of the approach. This theory, according to Uyanik (2016), adopted theories of other scholars, such as Dewey, Piaget, Bruner and Vygotsky, and traces principles of constructivism. It was adopted to explain transformative learning that transforms the mentality, emotions and knowledge of people, as a new approach to the process of learning. According to Illeris (2014:573), TLT was launched in 1978 with the intention to liberate women in adult education. The mixture of theories and models incorporated in TLT, with its principle of change, makes the topic of this study relevant, as it allows student teachers to study on their own to evaluate own experiences critically, and conceive these experiences (Çimen & Yilmaz, 2014). Evaluating own experience in this study is done by including the voices of student teachers in the assessment of WIL by allowing them to revise their meaning structures through TLT (Kumi-Yeboah & James, 2012:171).

3.2.2 TLT according to Paulo Frere

Shan and Butterwick (2017:6) affirm the view of Freire, namely that transformative learning is a social and emancipatory perspective, and it changes the level of people's

consciousness about social issues away from marginalisation and segregation. TLT is underpinned by principles of purposeful learning change, enforcing democracy, a social orientation and improving the human condition by empowering co-researchers. It involves changes in learning perception to allow critical reflection for new understanding. TLT falls within a transformative paradigm that emanated to address dissatisfaction with dominant research practices, to avoid discrimination and oppression, and promote social justice (Mertens, 2005:22). The address of dissatisfaction of TLT is supported by Brown (2013:144), who asserts that TLT is influenced by Frere's concept that individuals take action against the oppression of the reality of learning, and critically perceive social, political, and economic contradictions in reality. Brown links learning to changes in behaviour by constructing knowledge through dialogue in social action, in opposition to education received from educators. Construction of knowledge of TLT is seen by Clavert *et al.* (2014:686) as a conceptualisation process of learning by assigning new meanings through contradictions to examine learning as a transformation of the individual perspective. This current study conducted a social setting for learning from one another to avoid only one person dominating the teaching and assessment process. Learning from one another is supported by Haigh (2014:20) that TLT is about changing perspectives; in his view, adults learn by self-created experience that is coherent, associative and conceptual; that has values and beliefs; is constructed from sets of structured assumptions they use for conception; and involves evaluation of experience.

This study aimed to prepare the assessment of WIL using TLT by including the voices of student teachers. It is hoped that inclusion of the voices of student teachers in the assessment of WIL would change their frames of reference as adults in learning to be more inclusive and integrative in their learning as adults. Through TLT, assessors worked with student teachers who were sometimes reluctant to work with them because of the economic level they experienced, especially in rural schools (Nkambule & Mukeredzi, 2017:4). The study attempted to address the imbalances of teacher education programme in South Africa, which according to Rusznyak & Bertram (2015:35), is too decontextualised, urbancentric, and not sufficiently preparing student teachers to teach in underprivileged or rural contexts. According to Ho (2000:35), conceptual change is

challenging, but brings about self-awareness and different conceptions about oneself, and demands a commitment to new learning. A platform was created for dialogue between experienced teachers and university student teachers during WIL, with a critical difference: instead of teachers serving as mentors and transmitting knowledge to students, students shared assessment roles in an attempt to improve learning. TLT was used to address the absence of assessment methods in higher education for determining whether students have gained long-term learning over the course of their undergraduate careers (Beck *et al.,* 2013:326). This absence of assessment methods for evaluating student teachers is contrary to the requirements of learning by students. According to Elwood (2013:101), learning that is valuable for educational institutions can be achieved if students are consulted about their experiences and asked what would make a significant difference to them. Tillema, Smith and Leshem (2011:141) explain that assessment by schoolteachers, as mentors during WIL, is more focused on classroom control and performance; while university lecturers focus more on reflection and reasoning on behalf of the student.

3.3 TRANSFORMATIVE PARADIGM AND TLT

According to Mackenzie and Knipe (2006:1), there are four major research paradigms: positivism, post-positivism, pragmatism and transformative paradigm. This study used TLT as a framework that falls within transformative paradigm. Theorists in transformative paradigm include "participatory action researchers, Marxists, feminists, racial and ethnic minorities and persons with disabilities" (Mertens, 2005:17).

Given (2008:887) indicates that transformative research "involves a dynamic interplay between reflection and action, between knowing and doing. Its focus is the intertwining of research and practice". In transformative paradigm, researchers generally adopt "transformational methodologies in pursuit of social justice, socioeconomic or cultural equity, empowerment of marginalised individuals, or actions taken in a process of exposing and resisting hegemonic power structures". The researcher's role in this setting is redesigned; the researcher differentiates variations and inequalities within society and

contests the status quo (Mertens, 2007:213). Transformative paradigm "consummate[s] a relationship with emancipatory consciousness. Whereas traditional researchers cling to the guardrail of neutrality, critical researchers frequently announce their partisanship in the struggle for a better world" (Kincheloe, McLaren & Steinberg, 2011:165).

3.3.1 Origins of transformative paradigm

Transformative paradigm emanated

> partially because of dissatisfaction with the dominant research paradigms and practices and because of limitations in the research [on] indigenous and postcolonial peoples, people with disabilities, members of the lesbian, gay, bisexual, transsexual and queer communities, and others who have experienced discrimination and oppression, as well as other advocates for social justice (Mertens, 2005:22).

According to Creswell (2003:8), "transformative researchers felt that the conceiveivist approach to research did not adequately address issues of social justice and marginalised people". Transformative paradigm, with "its associated philosophical assumptions provides a framework for addressing inequality and injustice in society using culturally competent, mixed methods strategies" (Mertens, 2007:212). Mertens (2010:12) supports this idea, and believes that a transformative paradigm "pushes the regulatory principles of respect, beneficence, and justice on several fronts", shifting things for the better, without just destabilising them (Ravn, 2015:13). My understanding from the above paragraph is that transformative paradigm is a scientific paradigm developed to provide the desired social transformation outcomes as explained by Given (2008:886) and Mertens *et al.* (1994:124) below.

> The scientific paradigm is aimed at maintaining the status quo, while transformative paradigm seeks to change social institutions that do not benefit the majority of the members of society; hence, transformative paradigm "explicitly address[es] power issues, social justice, and cultural complexity throughout the research process (Given, 2008:886).

> Research that is done for transformative purposes is praxis-based, that is, it encompasses an energetic interplay between reflection and action, between knowing and doing. Its focus

is the linking of research and practice" (Given, 2008:887). Transformative paradigm is based on key "axiological, ontological, epistemological and methodological assumptions [that] differ from those underlying those of [the] post-positivist or constructivist worldview (Mertens *et al.,* 1994:124).

I conclude from the quotes above that the TLT as transformative paradigm deals with change, though this change should lead to fruitful results regarding outcomes, and not be haphazard. The principles of TLT should underpin this transformation with a view to promoting social justice and improving the human condition for emancipation. Changes in the way assessment of WIL is done is crucial and should be anchored in the principles of TLT. The relevance of WIL assessment of university student teachers could then be achieved, and the students' lived realities addressed. Hence the current study seeks to evaluate the inclusion of the voices of student teachers in the assessment of WIL using TLT.

3.3.2 Axiology of transformative paradigm

Axiology, in this context, deals with issues of "ethics which are central to a transformative paradigm. Transformative paradigm prioritises the axiological assumptions as a guiding force for conceptualising subsequent beliefs and research decisions" (Mertens, 2009:267). To concretise transformative paradigm from an axiology concerns "itself with unequal distributions of power and the resultant oppression of subjugated groups, a pre-set goal of the research is to empower participants to transform the status quo and emancipate themselves from ongoing oppression" (Ponterotto, 2005:131). Transformative paradigm concerns the ethical issues that should be considered when challenging the status quo. The necessity for change demands acceptable ethical consideration for the research to be relevant in challenging the status quo. Therefore, TLT, as transformative paradigm, views conditions through a lens of the local supremacy of those in authority, with the possibility of localised resistance (Brooke, 2002:50).

Transformative paradigm is desirable, because it is "attentive to the tendency towards polarising sameness or difference, self or other into irreconcilable or distant opposite in the existing discourses" (Wang, 2013:488). The axiological aspect of transformative

paradigm emphasises "transparency and reciprocity … designed in such a way as to bring benefits to the host community and to foster skills and self-sufficiency" (Mertens, 2009:31). In using the axiological aspect of transformative research in this study, I sought to use the theory of TLT to benefit stakeholders in education by addressing concerns relating to the assessment of WIL as a pressing issue. As researcher, I was not the only beneficiary, since, through the peaceful transformation of the WIL assessment of student teachers, schoolteachers and the teaching practice officer who participated benefited from the study too.

3.3.3 Ontology of transformative paradigm

Ontology is concerned with the way reality or the nature of reality is constructed, and how reality works (Gray, 2013:20). According to Gray (2013:19), ontology is "the study of being, that is, the nature of existence and what constitutes reality". Ontology focuses on "the knowledge of material organisation, usual language processing, information withdrawal, mock intelligence, knowledge depiction and attainment" (Ding & Foo, 2000:2). It addresses the following questions: "What is the form and nature of reality and what can be known about that reality?" (Ponterotto, 2005:130) Mertens (2007:216) links ontology and transformative paradigm:

> transformative paradigm holds that reality is socially constructed, but it does so with a conscious awareness that certain individuals occupy a position of greater power and that individuals with other characteristics may be associated with a higher likelihood of exclusion from decisions about the definition of the research focus, questions, and other methodological aspects of the inquiry.

Transformative paradigm's view of "ontology argues that reality has been shaped by social, political, cultural, economic, ethnic, and gender values; a reality that was once deemed plastic has become crystallized" (Guba & Lincoln, 1994:110). Transformative learning in WIL has been critiqued, as different teachers have different interests in assessment (Sands & Tennant, 2010:100). Transformational learning is concerned with the nature of people, their relationships with the institutions they are attached to and society at large, what they should be, and how they can change. This study supports the

use of transformative paradigm by including the voices of student teachers in the assessment of WIL. The voices are included in the assessment of WIL for assessors to build positive learning relationship with students. The nature of the dialogue and relationships between the assessor and students and among students themselves determines learning change through critical reflection (Tsai, 2013:34).

I found that the reality of WIL appears to stem from various influences that shape the WIL programme. Some influences may be negative, such as taking the power inherent to assessment from lecturers and teachers, and giving it to students through TLT. The other factors that shaped assessment of WIL in the study should be examined through TLT, so that WIL can begin to be relevant, not only for assessors, but for the whole community involved in education. Transformative paradigm, from an "ontology perspective acknowledges a reality shaped by ethnic, cultural, gender, social, and political values, they focus on realities that are mediated by power relations that are socially and historically constituted" (Ponterotto, 2005:130).

In essence, I understand from the ontology that reality is socially constructed. This includes WIL of university student teachers, as stipulated by the MRTEQ policy. By understanding that reality in WIL is a result of influence, our team sought to ensure that assessment is shaped and reshaped by the principles of TLT.

3.3.4 Epistemology of the transformational learning paradigm

Epistemology is concerned with different forms of knowledge of reality (Gray, 2013:20). According to Browaeys (2004:2), epistemology "concerns the thought, the intelligence, the knowledge, the consciousness, the imagination, the conceptions, the sensations". The epistemological assumption of transformative paradigm "leads to a cyclical model of research that includes the establishment of partnerships between researchers and community members, including the recognition of power differences and building trust through the use of culturally competent practices" (Mertens, 2007:218). I understand that many areas of knowledge are constructed from society (e.g. sociological explanations and aspects of educational theory) and therefore that this knowledge benefits society and

should be understood through dialogue, discussion and debate. In consideration of this view, our team comprised various stakeholders in education: teachers, the teaching practice officer and student teachers, each with common views of assessment of WIL. The study was thus conducted democratically and was endorsed by participants as stakeholders in assessing WIL which, according to Chen (2005:17), is the way social transformation should be implemented. The methodology used in the study, through transformative paradigm, is discussed in Section 2.3.5.

3.3.5 Methodology in transformative paradigm

The quotes below by Mertens and Wilson (2012:173) and Mahlomaholo (2010:12) best describe the methodological paradigm.

> decisions are aimed at determining the approach that will best facilitate use of the process and findings to enhance social justice; identify the systemic forces that support the status quo and those that will allow change to happen; and acknowledge the need for a critical and reflexive relationship between the evaluator and the stakeholders (Mertens & Wilson, 2012:173).

and

> this kind of research approach that values such as democracy, social justice, sustainable livelihood and empowerment of relegated or marginalised people could be realised (Mahlomaholo, 2010:12).

Critical pedagogy and transformative paradigm "encourages practitioners of pedagogies to critically analyse the existing social conditions within and beyond classrooms and critique the dominant arrangements of power and the creation of platforms to enable the participation of marginalised students" (Nkoane, 2010:113).

Critical theorists encourage student "empowerment as a way of enhancing the possibilities of emancipation and social transformation" (Chen, 2005:19). I chose PAR as methodology to enhance social justice in the study to accommodate people who are marginalised in assessment (Chen, 2005; Mahlomaholo, 2012; Nkoane, 2013). See

Chapter 4 for a discussion of methodological aspects of TLT and transformative paradigm.

The TLT approach in this study allowed student teachers, as people who were marginalised in the assessment of WIL, to be empowered by the success of the study. The approach is in line with the methodological aspect of transformative paradigm to balance the power inequalities in the research. Mertens (2009:33) suggests that transformative paradigm is the "analysis of power inequities in terms of social relationships involved in the planning, implementation and reporting of the research to ensure an equitable distribution of resources".

The voices of influential people take centre stage, because any curriculum process influences power relations (Chen, 2005:18). Individual empowerment relates to social transformation and, eventually, moves beyond the individual level to affect society. Through the transformation of the assessment of WIL of university student teachers, power moves from vertical hierarchies to a horizontal layout, where people are equal in their intellectual journeys.

In summary, transformative paradigm is characterised by placing "central importance on the improvement of lives and experiences of marginalised groups, such as women, ethnic or racial minorities, people with disabilities, and those who are poor" (Mertens, 1999:4). This study enabled the co-researchers and me to employ various approaches to assessment by using different modes of communication through TLT. I used TLT in the study to acknowledge the way the team related and conceived the world in the learning process. The conceiveive paradigm of TLT enabled university student teachers to enquire further about reality, and enabled them to be open to an historical assessment of WIL in certain social contexts and processes (Kincheloe, 2004:48).

> Transformational learning is about changing perspectives … a rational process ... a metacognitive application of critical thinking that transforms an acquired frame of reference – a mind-set or worldview of orienting assumptions and expectations involving values, beliefs, and concepts – by assessing its epistemic assumptions (Haigh, 2014:49).

I used TLT as a theoretical lens for this research, so that we could consider all the factors that contribute to achieving the objectives of the study, analyse challenges in assessment of WIL critically, and come up with the best possible way to transform the identified challenges into solutions. TLT assisted the study and enabled me to reveal hidden artefacts of power and culture that existed among co-researchers (Whitsed & Wright, 2016:598).

Anafara and Mertz (2006:189) explain that theory is a lens that indicates how the researcher conducts the study, including how the researcher thinks about the study. I used TLT as a theoretical framework for this study to take into consideration the co-researchers' viewpoints of their social, political and cultural worlds, and their backgrounds regarding the lifelong process of learning (Schram, 2003:33). Consideration of the co-researchers' viewpoints is also emphasised by Shan and Butterwick (2017:5), who explain that transformative paradigm is a gradual and lifelong process of learning, which involves moving from the capture of knowledge, to self-transformation through dialogues between teachers and students, who fulfil equal roles in a mentor-mentee relationship, instead of knowledge being transmitted to students. The study allowed university student teachers to own their learning to teach, by engaging themselves through assessing themselves. Through TLT, student teachers were free as students in adult education; they reflected on their learning and were willing to change their learning experiences. According to Bell *et al.* (2016:391), TLT is acknowledged to construct knowledge from direct experience, in a situation that is uncomfortable, through critical reflection. Students change their thinking, from a focus on concrete facts, to the abstract; with their current understanding accommodating their new experience (Bada, 2015:67). The change in the thinking of students shows that they have been transformed.

3.4   THE USE OF TLT IN THIS STUDY

Transformational learning is used in this current study to transform the mentality and emotions, thoughts, beliefs and knowledge of school teachers and student teachers related to the assessment of WIL, and transforming their behaviour from being receivers

of information to giving feedback for their assessment in the learning process (Brown, 2013:144; Shan & Butterwick, 2017:6; Uyanik, 2016:127). Through TLT, assessors in the study, schoolteachers and student teachers consciously learn by themselves as learners during assessment of WIL. Mayhew, Hoggan, Rockenbach and Lo (2016:677) describe transformative learning as a phenomenon that occurs when people join new communities of practice. In this study, university student teachers joined experienced teachers and learners during WIL, to learn to teach. According to Haigh (2014:50), transformational learning is considered for learners who have already self-created a clear body of experience, associations, concepts, values and beliefs, to understand and evaluate that experience.

Having read the literature of TLT, I have come up with the five principles that are related to the objectives of the study. I used these principles of TLT to guide my data to evaluate the inclusion of the voices of student teachers in the assessment of WIL as the process to change the frame of reference of university student teachers for learning. This was done by applying six conditions, as indicated by Haigh (2014:50). First, the students were open to change, and they engaged in WIL to practise becoming better teachers. Secondly, they were aware of the conflict and unresolved challenges in their assessment of WIL. Thirdly, they were freed by TLT to explore the opportunity to address these problems through the construction of new knowledge. Fourthly, university student teachers reported to schools to explore alternatives to WIL and to develop their own personal insights on assessment. In the fifth place, students had to face the barriers of assessment in order to overcome them. Finally, students were supported by other people and helped to understand new means of assessment, and they were open to self-assessment during WIL.

3.5 PRINCIPLES OF TRANSFORMATIVE LEARNING THEORY

This section discusses five principles of TLT I used to guide my study in line with the five objectives of the study. The five principles of TLT I used involve supporting and challenging, mutuality, social orientation and empathy (Mayhew *et. al.* 2016:677). I find

these principles being in relation to the aim and objectives of this study to change the frame of reference of students in an inclusive and integrative way. I chose TLT for this study to evaluate inclusion of the voices of university student teachers in the assessment of their own learning during WIL. TLT was suitable for the study, as student teachers worked together with experienced teachers in the assessment of WIL. They worked together throughout the study to address mutual challenges posed by assessment in schools, and communicated via mentor-mentee relationships.

I therefore start by restating the aim and objectives of this study to show the alignment with TLT.

The aim of this study was to prepare assessment of WIL using TLT by including the voices of student teachers. The following four objectives were identified to achieve the aim of the study:

- To establish the need to include the voices of university student teachers in the assessment of WIL using TLT;
- To explore alternative approaches to assessment of WIL using TLT by including the voices of university student teachers;
- To demonstrate conditions conducive to the assessment of WIL, including the voices of university student teachers using TLT; and
- To establish possible threats to the assessment of WIL, including the voices of university student teachers using TLT.

In line with the objectives of the study and having read about TLT, I identified five principles of TLT to guide this study as discussed below.

3.5.1 Transformative learning supports to overcome challenges

The first principle of transformative learning is that it assists to overcome challenges (Mayhew *et al.,* 2016:677). The use of this principle of TLT supported student teachers to face assessment challenges, for them to feel unthreatened by perspectives and to inherit developmental shifts (Mayhew *et al.,* 2016:677). The principle of support of TLT to overcome the challenges addressed the need to include inclusion of the voices of student

teachers in the assessment of WIL as the first objective (see 2.4). Literature by Humilton-Ekeke (2016:111) indicate that using uniform assessment tools for WIL promoted assessment misuse (see 2.4.1). The use of TLT in this current study made assessment tools of WIL flexible by opening discussions of the tools with the assessors at the start of assessment, during assessment and in the final outcomes. It was through TLT where student teachers started open discussions on assessment issues of WIL that affect them, and they became motivated to talk about the challenges they faced when assessed. The open discussions about their challenges allowed student teachers to discuss the assessment tools existing prior to the assessment and to present their learning experience and context by mentioning their viewpoints in the assessment of WIL (Bunting & Williams, 2017:168). TLT is about changing one's thinking, changing from what is known to how that is known in an abstract way as Hoggan (2014) and Bell *et al.* (2016) mention that new knowledge changes the perception of students, so that they act differently.

These changes of student teachers in their thinking was a sense of getting new learning experiences of WIL. This was due to transformative shifts that change their conceptions, thereby making them assessors in their learning, as Hoggan (2014:135) associates transformational learning with deep learning and change. The learning and change are because are concept for constructing knowledge from direct experience through critical reflection, irrespective of the situation (Bell *et al.*, 2016:391). This study intended to evaluate the inclusion of the voices of student teachers in the assessment of WIL using TLT with the hope to act differently in the way they perceived the assessment of WIL. TLT with PAR supported student teachers to be willing to change their cognitive elements of the transformational learning process to include emotional, social, contextual, and action-related elements (Haigh, 2014:20) (see 4.5.4).

Through TLT, a space was created for assessors and university student teachers to create knowledge of assessment from their learning experience, and from what they could find suitable in the schools. University student teachers later became co-researchers in the study, and were fully engaged in the social setting, with experienced teachers at schools and lecturers of the university, to construct and apply knowledge in socially

mediated contexts (Thomas *et al.*, 2014:55). According to Thomas *et al. (*2014), learning is a result of the way the individual interacts with the environment, and knowledge is constructed as learners make sense of their experiences in the world. Coupled with TLT, WIL is a social environment for the development of knowledge for university student teachers who are learning from experienced teachers. The implication of my study is that student teachers have to work together with other team members to devise ways of achieving the aims of the study. I therefore conclude that the flexibility of the assessment tools for assessment of WIL is because of TLT that creates space for the inclusion of the voices of student teachers by supporting them to overcome the challenges in assessment of WIL and boost their self-awareness and commitment to achieve conceptual change (Clavert *et al.,* 2014:686).

The next section will discuss how challenging criticisms and avoiding biasness of assessment results of WIL was adopted in the study as support to overcome challenges of assessment.

The second challenge identified from the literature was related to criticism of assessment results and assessors' biasness of assessment of WIL, as conceived by student teachers (see 2.4.2). The use of TLT in this study created a platform for both student teachers and assessors to face the criticisms and to avoid biasness in the assessment of WIL by with a fair and transparent assessment whereby the voices of student teachers are included throughout the assessment process (Aspden, 2017:30; Reimann & Sadler, 2017:725). Criticisms were challenged through this principle, because TLT is grounded in effective unfairs of individuals during learning and the way their learning isolates them from untested ways of thinking, thereby promoting their self-development (Akçay, 2012:40). Student teachers were able to work on their own, to develop a critical point of view, evaluate their own experiences and conceive these experiences (Çimen & Yilmaz, 2014). I therefore conclude that the principle of challenging criticisms was incorporated in the study by including the voices of student teachers in the assessment of WIL to develop the properties of, among others, self-motivation, self-governance, reasoning, empathy, and encouraging students to become unique individuals.

3.5.2 Transformative learning proposes solutions to the problem

The second principle of TLT is that it proposes solutions for the problem and explores opportunities and alternative solutions. This principle of TLT is in line with the second objective of the study to find solutions to the challenges facing the assessment of WIL for university student teachers (see 2.4.2). TLT creates a platform for students to explore the possibilities in problem-solving, which is in line with the second objective of this study, namely identifying possible solutions for the problem. Through TLT and PAR, students explore the possibility of resolving the challenges that had been identified (see 4.5.2). Zheng *et al.* (2018:501) are of the view that feedback indicates what students must do with it; it is not seen as an automatic improvement of performance by assessors. They recommend integrative and collaborative approaches to assessment activities to discuss challenges experienced during the assessment process. At this stage, the team worked in collaboration to explore better conditions for assessing WIL, and started to come up with priorities.

3.5.3 Transformative learning promotes mutuality and cultivates empathy

The third principle of TLT is that it promotes mutuality, cultivates empathy and is emotionally available to other perspectives (Taylor & Elias, 2012:157). This principle of TLT supports the third objective of the study to identify conducive conditions to assessing WIL for university student teachers. Mayhew *et al.* (2016:677) assert that transformational learning is learning by shifting authority from the oppressed, and involves students moving to a frame where they obtain authority to determine their own truth. This view is in agreement with the definition of assessment by Reimann and Sadler (2017:725), namely that assessment is something that students should be actively involved in. The use of TLT as a theoretical framework makes it easy to allow the use of participatory action research (PAR) as a methodology for collaboration of the stakeholders in the study (see 4.5.3). WIL itself allows student teachers to gain understanding of the power relations that constitute the assessment process. Dube (2016:37) mentions that emancipating people enables them to question learning, and promotes teaching that

eliminates any form of domination in the curriculum. TLT, in turn, enables students to be demystified, to change the status quo, overcome injustice and alienation, and promote participation in the process of WIL (Biesta, 2010:43).

Transformational learning forges mutuality and welcomes difference (Mayhew *et al*., 2016:677) to fulfil the needs of students for affiliation and bonds of mutuality in the face of contentious topics, such as assessment in this study. Transformational learning allowed the process of WIL to be conducted in a democratic way. Achieving the aim of the study becomes the effort of the whole team, rather than of individuals. Khabanyane, Maimane and Ramabenyane (2014:454) assert that transformational learning demands that learners reflect on the world, to change it. This reflection on the world by learners liberates learners to see the world differently. Different people have different meanings of and solutions to a problem; using TLT allowed participants to air their views about the study; therefore, it was easy to obtain many suggestions for solving the problems. This principle created a space to debate assessment of WIL with participants, who later became co-researchers, for the researcher to be analytical, to dig deeper for the meaning of WIL, and look at all sides of the story (Mahlomaholo, 2009:224). Biesta (2010:39) argues that, in order to liberate people from the oppressive workings of power and achieve emancipation, people first need to expose how power operates. In this study, power issues were addressed by engaging students in the assessment of WIL, with the expectation that they would propose a great number of solutions.

3.5.4 Transformative learning is socially orientated

The fourth principle is that transformative learning is socially orientated. The use of TLT with PAR is expected to assist participants to identify possible threats to the assessment of WIL for university student teachers as a team to circumvent those threats (see 4.6.4). One of the threats in transformational learning is the lead leaner concept that involves a ubiquitous setting up of groups and checking in with everyone, and expecting and enabling things to happen without domination (Fullan & Pinchot, 2018:52). In this study, student teachers were leaders of their learning to teach, and had to see themselves as deliberately changing the culture of assessment of WIL. Working in collaboration of

participants in this study is expected to provide student teachers with potential relating to their professional and personal qualities as learners, including interdependent and interrelated components (motivational, cognitive, and reflexive), and based upon their value orientation towards development of their learning through experience (Alimbekova, Asylbekova and Karimova, 2016:4612). This condition indicates that students have to be assisted throughout the study to consolidate new understanding in their learning process.

At this stage, the task of the research team was to assist students make the shift possible. The main researcher played a facilitating role, and created a platform for the possible shift, and then assisted students to change and grow. Foote (2015a:118) agrees that TLT addresses the process through which adults make meaning of their experiences. They can learn to rewrite what they had learnt, based on self-examination through critical analysis, synthesis, and evaluation of past learning experiences. In the process, learners re-examine the attitudes, behaviours, and skills they have accumulated from experience, and get the opportunity to reframe. Doing so enabled student teachers to develop their identity as leaders of their own learning, because change is the ultimate goal of learning (Delgado, 2016:2090; Pendakur & Furr, 2016:53), and the need to change lies within the individual or group. The team worked together to implement the proposed plans to achieve success in assessment of WIL.

Through the principles of TLT and PAR, students in the study were given the space they needed to explore alternatives, and their own personal conceptions were valued. They were allowed to confront and overcome their psychological, emotional and socio-cultural barriers, and to move into their new frameworks. This principle of TLT allowed a democratic approach of PAR to create a platform to ensure that all stakeholders in the study – students, teachers and the teaching practice officer – acted as co-researchers while they collaboratively co-generated knowledge to address the problem (see 4.6.4). The team in the study always supported student teachers, and helped them to be engaged in building and consolidating new understanding. Then, all the participants worked together as a team of co-researchers to propose alternative ways to overcome all the challenges that had been identified.

3.5.5 Transformative learning is empowering

This empowering principle of TLT is relevant for the aim of the study to prepare the assessment of WIL using TLT by including the voices of student teachers. Fullan and Pinchot (2018:52) assert that the heart of improving learning is practising good pedagogy, diagnosing learning, and providing regular feedback. Transformational learning is not a smooth process; it involves barriers that students must overcome (Santalucia & Johnson, 2010:CE3) (see 4.6.5). It becomes clear from the literature that assessment is not a summative end-point testing of the student by the assessor. Instead, it is an intrinsic, ongoing process that involves teachers, students and lecturers, who make evaluative unfairs and act to achieve the desired performance and allow for self-assessment. Dirkx (1998:3) asserts that education fosters critical consciousness among individuals, and encourages students to analyse, question, and take action on the social, political, cultural, and economic contexts that impact and shape their lives.

I believe assessment should empower students to take charge of their learning, as proposed by TLT. Khabanyane *et al.* (2014:454) support the idea that transformative learning is emancipatory and liberating. These barriers to learning include the personal transformation of consciousness, and the psychological shock and confusion of the student, who becomes stranded in transit and lead to discomfort.

The other condition of transformative learning process requires of students to be "aware of dissonance, unresolved problems in their current frame" (Haigh, 2014:50). To Haigh, transformative learning occurs when students understand the challenges and the problems within the frame of reference. In this study, university student teachers were made aware of the problems relating to the assessment of WIL, to encourage them to be inquisitive about their own development. When students are open to discussion, they are engaged to discuss the challenges that affect them. It is hoped that using TLT in this study created a platform for university student teachers to be involved and fully engaged throughout the WIL programme. Their engagement in the study required them to be open to change, and understanding the challenges lead them to participate fully in proposing possible solutions through mutual agreement. Transformational learning involves shifting

authority. People migrate from a dichotomous epistemology that grants authority to determine truth and validity to an outside source, such as figures of authority or cultural norms, to a more sophisticated epistemic frame that grants authority to determine one's own truth. Mayhew *et al.* (2016:677) assert that TLT creates an environment that is challenging, and in which support is needed for transformative learning to take place.

TLT with PAR in this study supported the developmental shifts in students' learning, to prevent them feeling threatened in their current perspective, and to encourage them to explore new knowledge by creating a space for self-assessment (see 4.6.5). WIL is an educational process with effective social processes, through which students learn standards, beliefs and lifestyles in a society (Demirci, 2012:1845). The social principle of TLT means assessment of WIL is a social issue that must be addressed by all stakeholders involved. Transformative agenda of TLT encourages and assists students to take charge of their situation during WIL, because the context in which WIL operates considers students as equal with others (Murugen, 2008:23), respects them, and hears and acknowledges their voices. I believe that the principle of TLT, namely social orientation, corresponds with the aim of the study, to enhance assessment of WIL, because a WIL programme forges mutuality. It is welcoming and fulfils students' needs for affiliation in the school society.

3.6 THE ROLE OF THE RESEARCHER IN THE STUDY

The relationship between the researcher and participants in the study is informed by the principles of TLT, as discussed in the preceding sections. A democratic relationship is socially oriented, promotes purposeful change, and is empowering. TLT is part of transformative paradigm, which placed the co-researchers on an equal level with the main researcher in the study. Principles of TLT, as discussed, include purposeful learning change, encouraging democracy, a social orientation and improving the human condition through empowerment. To include people democratically and purposefully with the aim to emancipate them requires of the researcher to interact with them on an equal basis as partners, called co-researchers (Mahlomaholo, 2009:13).

At the first meeting, I explained the problem to the participants, and explained that I wished to work with them, as partners, by including, among other participants, student teachers who are marginalised regarding the assessment of their learning; I explained that I would do this without undermining their knowledge and experiences. We worked as partners to achieve a common goal to enhance assessment of WIL for transformational change. All stakeholders involved in the programme were free to question the process until the agreed-upon transformational change had been achieved. Co-researchers worked together from the start: identifying challenges and making positive inputs that were relevant to the study, until the envisaged change was proposed. By so doing, co-researchers were proud of being part of the research, because they owned the output of the study. They were part of the social system, which gave them equality of power in relation to opportunity, authority and control (Watson & Watson, 2011:68).

TLT is not the only theory that could be used to guide assessment in general. The next section discusses other theories of assessment.

3.7   THEORIES OF ASSESSMENT

Theories of assessment that are discussed in this subsection are cognitive-based assessment theory, sociocultural theory, achievement goal theory, sustainable assessment theory and Bloom's taxonomy. These theories are discussed to indicate why I decided to use TLT instead to enhance assessment of university student teachers' WIL.

Msimanga (2017:2) defines assessment as an action of conceiving or acting on information regarding the performance of students on a variety of practices to determine how much teaching and learning have taken place during the process of teaching and learning. These scholars explain that assessment integrates the teaching and learning process, and influences the effectiveness of student learning.

The subsections to follow discuss assessment theories, starting with cognitive-based assessment theory.

3.7.1 Cognitive-based assessment theory

Cognitive-based assessment theory includes "cognitive-domain or competency models, learning progressions, and principles for summative or formative assessment and professional support" (Bennett, Deane & Van Rijn, 2016:83). According to Bennett *et al.* (2016), this is a theory of action, which encourages using a competency model for summative assessments, formative assessments, and professional support for learning progressions. A competency model proposes how knowledge, processes, strategies, and practices should be implemented for skills performance or progression. Progression helps teachers see connections between what comes before and after a specific learning goal, both in the short and long term (Heritage, 2008:4). Learning progressions indicate the degree to which individuals develop over time.

The implications of implementing this theory of assessment are that it allows students to reason their answers and express a deeper understanding of the given problem situations, and it encourages conceptual understanding. The theory also engages students in deliberate practice so that they become fluent in the basic procedures, acquire conceptual understanding, consolidate knowledge, and make connections with what was learnt.

3.7.2 Sociocultural theory

Sociocultural theory encourages the development of expertise in a domain, and involves a cognitive apprenticeship in culturally valued practices (Bennett *et al.,* 2016:83). According to Elwood and Murphy (2015:183), sociocultural theory proposes autonomous entities for learners to interact with others and, consequently, to accept the social and cultural intervention of learning.

Jani, Osteen and Shipe (2016:312) mention that the social, historical and cultural context of assessment practice involves a process and structure to address a societal need. I find assessment practice to be an ongoing aspect of social institutions, to maintain the social order through networking as a dimension of people working together. The challenges of

applying sociocultural theory to assessment involves relating formative and summative assessments, and determining how the educators understand and enact them.

3.7.3 Achievement goal theory

Achievement goal theory comprises two main approaches to instruction, mastery and performance focused (Daniels & Poth, 2017:837). A mastery approach to instruction, according to Daniels and Poth (2017), focuses on determination of the condition that provides sufficient time for tasks and providing autonomy and choice. A performance-based approach to instruction focuses on grading, competition and inauthentic tasks. Senko and Hulleman (2013:504) explain that the pursuit of performance goals, competency and assessment of skills are the concern of both approaches.

The approaches focus on pursuing mastery goals, instead of developing skills and defining success versus failure with task-based or self-referential standards. The goal of the two approaches is linked to positive or neutral outcomes. I agree with Senko and Hulleman (2013:504) that mastery-approach goals are more adaptive, because students find course materials more interesting if they pursue these goals; they are more persistent, they seek help when they are confused, and they are effective in self-regulation.

3.7.4 Sustainable assessment theory

Sustainable assessment theory explains aligning assessment with teaching and learning for the purpose of equipping students to assess their abilities to learn in a variety of non-academic environments after graduation (Beck *et al.*, 2013:328). In these environments, students face the challenge of the interconnected health of the environment, of society and of the economy – the "triple bottom line" of work on sustainability. Sustainable assessment is part of a constructive alignment between the teaching system and assessment tasks, of which the latter are part of teaching and learning. In this approach, students need to become more active participants in assessing their own learning. By contrast, summative assessment is a traditional end-of-course or other instructional

activity grade, or another quantitative measure of accomplishment, made unilaterally by instructors who certify that some level of learning has been achieved (Bachelor & Bachelor, 2016:32). These scholars explain that formative assessment refers to qualitative feedback by instructors, which is offered to students during learning activities. Assessment and feedback should not be done like traditional assessments, which undermine the independence of students in making their own unfairs (Jones, 2005:17). In contrast, sustainable assessment theory proposes moving beyond summative and formative assessment by positing that students should be more actively involved in their own assessment by increasing their participation, both in the process of identifying assessment criteria, and in making unfairs themselves.

3.7.5 Bloom's taxonomy of assessment

Bloom and his colleagues established levels of learning called Bloom's taxonomy in 1948; it was published in 1956 to facilitate intellectual learning of learners and to increase their levels of learning (İlhan & Gülersoy, 2019:204). Bloom grouped these levels of learning into six thinking levels, in ascending order, from knowledge, comprehension, application, analysis, and synthesis to evaluation (Kozikoglu, 2018:52).

Weigel and Bonica (2014:22) and Kozikoglu (2018:52) explain knowledge as remembering prior knowledge, definitions, terms or principles. Assessment is meant to address objectives developed for learning and education, and these objectives are classified into outcomes (Weigel & Bonica, 2014:22). Comprehension has to do with understanding the meanings of prior knowledge and learners explaining it in their own words or giving examples. Application refers to using prior knowledge in new contexts, solving problems, answering questions, or performing tasks. Analysis involves examining the relationship between parts or breaking pieces of materials into its parts. Synthesising deals with forming new, unique patterns or structures, and evaluation involves reaching a unfair or conclusion by using a set of criteria.

The six thinking levels of Bloom's taxonomy were reorganised and grouped into three areas of learning: cognitive, affective, and psychomotor, in 2003 (Ulum, 2016:1674). The

revised taxonomy was still divided into six levels: remember, understand, apply, analyse, evaluate and create (Gosselin & Okamoto, 2018). Ulum explains that the first three down levels are knowledge, comprehension and application, while the three up levels are analysis, synthesis and evaluation. The domains grouped under six subsequent thinking levels are referred to as lower-order thinking skills, and include remembering, understanding, and applying, while the next three levels refer to the higher-order thinking skills, namely, analysing, evaluating, and creating (Koksal & Ulum, 2018:76).

Kozikoglu (2018:55) and Kurtuluş and Ada (2017:1783) go further to indicate that the revised Bloom's taxonomy is two-dimensional, and consists of a knowledge dimension – factual, conceptual, procedural and metacognitive – and a cognitive process dimension – remembering, understanding, applying, analysing, evaluating and creating. I found that the revised Bloom's taxonomy represents a shift, from the first Bloom's taxonomy, to the assessment of cognitive learning. As Bloom's taxonomy assesses the cognitive level, this study intended to transform the application of assessment during WIL of student teachers. This study did not intend to assess students, but to assess the method of assessment. TLT was adopted to involve student teachers, as the people affected by their own assessment during WIL.

3.8   WORK-INTEGRATED LEARNING IN TEACHER EDUCATION

It is the requirement for all teacher education programmes to include practical experience, the practicum, teaching practice or work-integrated learning (WIL) as a critical part of learning to become a teacher (Sim *et al.*, 2013:5). WIL in South Africa is described by the minimum requirements for teacher education qualifications (MRTEQ) as learning from and in practice (DHET 2015:10). The MRTEQ prescribes that WIL should take place in the workplace and should include aspects of learning from practice, observing and reflecting on lessons taught by others, as well as learning in practice, preparing, teaching and reflecting on lessons presented by oneself. According to Dlamini (2017:27), WIL refers to a process whereby student teachers practise the delivery of content to learners during actual teaching, thereby providing authentic context and exposing student

teachers to experience at schools. WIL in education is called teaching practice, and integrates classroom teaching with practical experience, thereby enabling student teachers to develop professional knowledge and professional skills (Muyengwa & Bukaliya, 2015:53).

During this period of WIL, university lecturers and experienced teachers at schools supervise and assess student teachers. The assessors are lecturers who represent various colleges and universities across the country. South Africa uses a set of criteria that reflects the knowledge and skills expected of student teachers during their practical sessions (Bertram & Rusznyak, 2015:32). This set of criteria generally provides a rating scale on which the assessors indicate the level of competence attained by the students. Muyengwa and Bukaliya (2015:53) indicate that this arrangement has led to different assessors awarding different ratings to the same student. This difference in the ratings by different assessors raises a number of issues about the assessment process.

The DHET (2015) also prescribes various types of knowledge that underpin the practice of student teachers. The policy emphasises that competent learning is always a mixture of the theoretical and the practical. It also describes the types of learning associated with the acquisition, integration and application of knowledge for teaching purposes, as disciplinary learning, pedagogical learning, practical learning, fundamental learning and situational learning. This policy indicates that practical learning involves learning from and in practice, and learning from practice should include the study of practice by using discursive resources to analyse various practices across a variety of contexts. Examples of learning from practice include drawing from case studies, video records and lesson observations, in order to theorise practice and form a basis for learning in practice.

The MRTEQ prescribes that learning in practice involves teaching in authentic and simulated classroom environments. The policy emphasises that WIL should take place in the workplace environment, where students learn from practice through lesson observations and reflection on lessons taught by others, and learning in practice by preparing their own lessons, teaching lessons and reflecting on lessons presented by oneself. The current study focused on the assessment of university student teachers who

taught lessons during WIL. For this study, WIL was an important condition for the development of the tacit knowledge of education students, to learn to teach and be assessed. WIL makes it possible for student teachers to practise the delivery of content to learners in actual teaching. WIL is meant to provide an authentic context in which student teachers are exposed to experience at schools (RSA, 2000:12). It is a way to equip student teachers and to prepare them to serve learners once the student teachers are employed by schools as teachers. During all these expectations and training to become professional teachers, the ecology in which learning occurs, the culture, and economy of the schools need to be considered.

3.8.1 The purpose of WIL in this study

The research question that was formulated to address the aim was how to prepare assessment of WIL using TLT by including the voices of student teachers? The response to this research question was obtained by achievement of the objectives formulated in this study. The overall purpose of this study was to prepare assessment of WIL using TLT by including the voices of student teachers by involving these student teachers in their assessment of WIL, to address their cognitions, emotions, dilemmas, doubts and fears about their teaching practices, as well as their drives, beliefs and expectations about the teaching profession (Caires, Almeida & Vieira, 2012:166). Students visit schools from time to time during their professional training to do practical teaching as part of teaching practice. The WIL programme depends on the teacher education institution that students attend, so that student teachers can visit schools to observe experienced teachers presenting lessons in classes to learners. In their final year, they visit schools to present lessons under supervision of experienced teachers. These experienced teachers are expected to mentor the student teachers for the prescribed period and to assess their classroom teaching once or twice. Lecturers from the institution also visit students at schools to monitor the process and to assess students' teaching. Some schools request, via the institution, that students assist in teaching learners on Saturdays and during holidays, if they are committed and have knowledge of changes to education.

In Lesotho, it is common practice for teacher training programmes to post student teachers to schools some distance away from the university site for internships (Bitso & Fourie, 2014:20). The purpose of this practice is to give students the opportunity to learn and practise the theories, knowledge, skills, values and attitudes of the profession they learnt about at university in a natural school setting. According to Sirmaci (2010:649), in order to be a good teacher, it is essential to gain teaching experience before the start of a teaching career, in addition to possessing a theoretical foundation from the university. Teaching experience is gained through direct involvement in the school experience and teaching practice activities.

Makura and Zivera (2013:4) indicate that teacher education institutions in Zimbabwe adopted the principle of mentoring for their teaching practice exercise. Student teachers are attached to a qualified teacher, who is considered to be more experienced and knowledgeable, for mentoring (Makura & Zivera, 2013:4).

Dlamini (2017:30) indicates that successful teaching and learning in rural schools require understanding of the rural context as a unique site of practice. The current study required of student teachers to understand assessment methods and techniques used in school context, and this was practised during WIL. The aim of a teacher preparation programme and the way programmes should be structured are influenced by the need for reform of the way teachers are prepared – this determines the quality of teachers that are produced (OECD, 2011:82). The study extended the teacher preparation that occupies academic discourse relating to student outcomes and student achievement. Roofe and Miller (2013:2) investigated the link between student outcomes, quality of teaching and teacher preparation. This study intended to enhance the assessment of student teachers in WIL, thereby improving quality of teaching and the teacher preparation programme.

3.8.2 Stakeholders in WIL

Stakeholders in WIL are the university student teachers, who are mentees; experienced subject teachers, who are mentors; lecturers who visit students to check on progress; and school learners, who are taught by student teachers. According to Karamustafaoglu

(2009:172), student teachers are educated about teaching theories before they start practising, and while they are practising, during their professional training. Student teachers go through an education process based on theories; during this WIL programme student teachers acquire knowledge of the field and are taught how to teach in the field. They apply all the knowledge and skills they have learnt from the university by practising at schools for several weeks – this is called WIL. Karamustafaoglu (2009:173) describes the approach that involves being taught theory while practising as being based on the statement, "real learning comes with practice". He indicates, furthermore, that experience guides a person, and practice makes learning perfect. This study uses the term WIL to refer to teaching practice, while, in the United States, it is called teaching practicum.

I extended the study to design a transformative framework to enhance the assessment of WIL for student teachers by briefly looking at how other countries are employing WIL. Zimbabwe has adopted three models for the development of teacher education (Makura & Zireva, 2013:4). The first model is that of apprenticeship, or the school-based model. Training teachers according to this model is school-based, with an experienced classroom teacher playing the main role. A student teacher is needed to spend time with an experienced teacher at a school to pick up "tips on teaching". The model emphasises the acquisition of practical teaching skills at the expense of theory.

The second model used to train teachers in Zimbabwe is the college-based model, in which much of the training takes place at the training institution, with schools facilitating teaching practice for a shorter period. This has been the traditional method used by conventional teachers' colleges in Zimbabwe. The training programme lasts three years. Student teachers spend the first year at college, studying the theory of education and professional foundations, the second year doing WIL at schools, and the third year back in college to write up a research project and examinations (Pryor, Akyeampong, Westbrook & Lussier, 2012:431). The major limitation of the model is that it puts a great deal of emphasis on the theory of education, at the expense of practice, and takes three years to produce qualified teachers, which is a long time in the face of a critical national teacher shortage.

The third model is the equal partnership model, which involves the training institution, the school and the government, with the training institution teaching theory, the school facilitating WIL and the government providing funding. The training programme normally lasts four years. Students spend the first and third years at college, studying theory of education and professional foundations. The second and fourth years are spent on practice teaching at schools (Muyengwa & Bukaliya, 2015:53). The challenge with this model is that time for reflection on the practice is limited, as student teachers already leave for employment after practice.

In England, France, Finland and Cyprus, first-year education students observe lessons given by a class teacher or other student teachers. After the lesson, student teachers usually have a group discussion session with the teacher (Evagorou, Dillon, Viiri & Albe, 2015:105). The main part of the training consists of lessons given by the students themselves. During these practice periods, students first engage in a discussion with the teacher, who describes the type of lessons the students would experience. Practice schools are located at all universities that offer teacher education programmes, and they belong to the education faculties. These schools function as normal comprehensive schools, and follow the national curriculum. Teachers involved in teacher training are expected to obtain additional qualifications, and become experienced supervisors. Some parts of the practice are done in field schools, which are normal schools that represent the everyday practice of schools in general. Malaysia and the United Kingdom use modelling as an essential approach, and student teachers practise the theories of teaching during their training (Jarvis, Dickerson, Thomas & Graham, 2014:96). Student teachers model the skills of teaching in practice. Loughran, Russell and Korthagen (2006:1026) emphasise the importance and value of modelling, and suggest that, within the context of teacher education, it means teaching about two things simultaneously: the content under consideration and the teaching employed to convey that content.

As other developing countries do, South Africa employs the WIL model as an important part of teacher training. The effectiveness of WIL can be diminished or eroded by a range of challenges, such as geographical distance, low and uneven levels of teacher expertise, a wide-ranging lack of resources, lack of discipline among a wide cross-section of

teachers, and inadequate assessment of WIL. Consequently, as suggested by the MRTEQ, WIL is meant to provide authentic context, within which student teachers are exposed to experience at schools (DBE, 2000:12). The WIL process also gives student teachers the opportunity to establish whether they have made the right career choice. This study addressed the challenges of assessing WIL of university student teachers.

3.8.3 Assessment of WIL in this study

Student teachers visit schools for WIL while still in their study for BEd teaching profession for a minimum of 20 weeks and a maximum of 32 weeks in their study (DHET, 2015:51). The weeks are spread in the four years of the degree. Student teachers are expected to be assessed while they are placed in schools for WIL. The teacher education institution that participated in the study places students at schools in the first school term of their second year of study for three consecutive weeks of observation. During this period, student teachers observe lessons presented by experienced teachers attached to them as mentors based on students' subject specialisation. At this stage, student teachers are not assessed on classroom teaching, as no teaching activity is envisaged from them. Mentor teachers assess student teachers in general in relation to teaching as a profession, including their behaviour at school, their conduct, and other factors. These students also complete observation sheets provided by the university to reflect on the teaching of experienced teachers and the overall running of the school. The assessment by mentor teachers and reflections of student teachers form the basis of summative assessment of the teaching practice module at the second-year level.

In the third and fourth years of study for the teaching profession, as in the second year, student teachers visit schools in the first school term for three consecutive weeks of observation. They perform the same activities as they did in the second year, and they are not assessed on classroom teaching. They also visit schools for eight consecutive weeks of WIL in the second school term. During this period, student teachers do actual teaching under the supervision of experienced teachers who are assigned to mentor them. Mentor teachers and student teachers plan lessons together, and the student teacher facilitates lessons under observation. The WIL process starts with a first lesson

presentation by student teachers and teachers informally assessing student teachers, and proceeds to formal assessment of student teachers at the end of the second school term, when schools reopen and student teachers receive feedback.

Mentor teachers assess student teachers three times on classroom teaching during these eight weeks. Lecturers from the university also visit hosting schools twice during the eight-weeks period to assess student teachers on classroom teaching. Student teachers return to the university after eight weeks, during which they had been assessed five times at schools – three times by mentor teachers and twice by lecturers. For third-year student teachers, a mark for the module teaching practice consists of general assessment by mentor teachers in the first school term, observation sheets completed at the first and second school visits, three assessments by mentors during the second school visit and two assessments by the lecturers.

3.9 DEFINITION OF OPERATIONAL CONCEPTS

This section discusses the concepts used in the study, for the reader to have a clear understanding of how the concepts were used.

3.9.1 Assessment

Ferreira *et al.* (2016:183) define assessment as the action of conceiving or acting on information regarding performance of students in a variety of practices. According to Msimanga (2017:49), assessment provides meaningful reports on the achievement of learners. It is considered to be one of the most essential parts of the education process, in which students' learning is measured by a variety of procedures (Koksal & Ulum, 2018:76).

According to Bloom's taxonomy, assessment should involve lower and higher-order levels, which are categorised as knowledge, comprehension, application, analysis, synthesis, and evaluation (Koksal & Ulum, 2018:79). The study aimed to develop assessment of WIL that engaged students in their own assessment, and not to determine

how much they learnt. Mege (2014:20) explains that assessment determines how much students have learnt.

3.9.2 University student teacher

Qahtani (2015:149) defines a student as a person who is studying at a university or other place of higher education. A student teacher, according to Dlamini (2017:13), is a student who is studying to become a professional teacher. Other authors refer to students enrolled for teacher education degrees at a university as pre-service teachers (Daniels & Poth, 2017:836; De Beer, Petersen & Dunbar-Krige, 2012:90). A university student teacher in this study refers to a student who has enrolled at a university to study teaching as a career, and the study involved those who were in their third year.

The next subsection defines TLT, the framework used in the study.

3.9.3 Transformative learning theory

Akçay (2012:40) describes TLT as a theory through which students expend efforts to become unique individuals possessing several properties, including being self-motivated and self-governing, rational, and empathic while involved in scientific studies. Mayhew *et al.* (2016:677) describe transformative learning as a phenomenon that occurs when people join new communities of practice. This study was guided by TLT, as a framework, to keep it focused on transforming university student teachers and experienced teachers during WIL for three months, to improve the art of teaching. Student teachers and experienced teachers in this study were liberated from a passive, mindless, and uncritical acceptance of experience, and informed how experience shapes knowledge in education (Foote, 2015a:84).

3.9.4 Work-integrated learning

This study refers to combining learning at university with hands-on experience by student teachers at schools, for the purpose of practising what they have learnt. In this study, WIL meant the process during which student teachers practised delivering content to learners

during actual teaching; WIL provided authentic context that exposed student teachers to experience in the schools (DHET, 2015:12). McNamara (2013:185) defines WIL as any situation where students spend time in a workplace setting for learning. This study used McNamara's definition to study student teachers who were spending time in a workplace for learning. Student teachers in the study were in their third year of study and were visiting schools to do practice teaching.

3.10 CONCLUSION

This chapter discussed TLT as the theoretical framework used by this study to enhance assessment of WIL of university student teachers. The chapter discussed transformational learning, transformational paradigms, theories of assessment and WIL. The key concepts, assessment, university student teacher, TLT and WIL were explained in this chapter.

The next chapter, Chapter 4, will discuss the methodology used in this study to generate and analyse data.

CHAPTER 4:
RESEARCH METHODOLOGY AND DESIGN

4.1 INTRODUCTION

This study is a qualitative study using a participatory action research (PAR) paradigm to generate data. This chapter discusses the use of PAR in line with transformative learning theory (TLT) to achieve the five objectives of the study. The chapter is divided into two parts: the theory of PAR, and its application in the study. The theoretical part discusses the origin of PAR: PAR as a method of data generation; justification for using PAR in this study; and the weaknesses of PAR. The chapter outlined reasons behind the selection of PAR as a method for data generation, and outlined how it was used in the study. The application part starts at data generation by profiling co-researchers, discussing the operationalisation of the study, data generation instruments, data analysis method, ethical considerations, conditions of assessment prior to the commencement of the intervention, the way the team was formed and how the team was engaged in brainstorming sessions. It also outlined the strengths, weaknesses, opportunities and threats (SWOT) of the research site. This chapter further identified priorities of the action plan and described the credentials of participants. Furthermore, the chapter discussed data generation procedures and the applicability to TLT as a paradigm. The chapter starts by restating the aim and the objectives of the study to keep the reader focused.

4.2 AIM AND OBJECTIVES OF THE STUDY

The aim of this study was to prepare the assessment of WIL using TLT by including the voices of student teachers. To achieve this aim, the study was grounded in the following objectives:

- To establish the need to include the voices of university student teachers in the assessment of WIL using TLT;
- To explore alternative approaches to assessment of WIL using TLT by including the voices of university student teachers;

- To demonstrate conditions conducive to the assessment of WIL, including the voices of university student teachers using TLT; and

- To establish possible threats to the assessment of WIL, including the voices of university student teachers using TLT.

The next section discusses PAR as the method of data generation in the study, starting with the origins of PAR.

4.3 ORIGINS OF PARTICIPATORY ACTION RESEARCH

This section discusses the origin of PAR with reference to Kurt Lewin, Paulo Freire, the colonised countries, internalisation studies, and action research.

4.3.1 Participatory action research and Kurt Lewin

PAR originates from the work of Kurt Lewin and the Tavistock Institute, which developed the idea that research and action must be done "with" people and not "on" or "for" people (Esau, 2013:3). PAR is oriented towards achieving social justice through collaboration on the diagnosis of a problem and the development of a solution for research partners (Mason, 2015:498). It involves a group of people identifying a problem affecting them and working together to come up with a solution to that problem (Savin-Baden & Wimpenny, 2007:331). Dube (2016:102) found that PAR emerged from social, political and economic dissatisfaction, and aims to address the realities of people.

4.3.2 Participatory action research and Paulo Freire

Paulo Freire developed PAR from a politically oriented perspective, by researching marginalised and/or oppressed populations who were affected by social inequalities that had been imposed by oppressors (Glassman & Patton, 2014:1358). Freire emphasised that it was critical to reconsider using language in participatory research in a presentation at the Institute of Adult Education in Tanzania in 1982 (Glassman & Erdem, 2014:2017). MacDonald (2012:37) also emphasises that Freire believed that personal and social change becomes crucial through critical reflection. He used a PAR approach to empower

the poor and marginalized members of society about issues pertaining to literacy, land reform analysis, and the community (Freire, 1970:210). PAR emerged from the recognition of power dynamics in research, and aims to empower local people. Freire discovered that the oppressors control information, provide it in limited amounts to marginalised people, and restrict their cultural intelligence in their attempts to solve the identified problem. Freire's discovery is supported by Winskell and Enger (2009:455), who distinguish PAR from other research methods, because it allows participants who are not academic researchers to participate in creating new knowledge. The next section traces the use of PAR in colonised countries.

4.3.3 Tracing participatory action research in colonised countries

This section traces PAR in colonised countries. PAR originated in the early 1960s in countries that had been colonised, inspired by anti-colonialism struggles (Jordan, 2003:187). Next, it was introduced in Tanzania in the early 1970s, where its roots relate to working with oppressed people in developing areas (Schneider, 2012:2334). PAR is a research method that emerged from people who have experienced emotional oppression by social injustice, and required emotional investment (Nakamura, 2015:169).

4.3.4 Participatory action research in action research

Action research originated with Kurt Lewin in the United States during the 1940s, and was used to examine lived experiences and issues of communities (Savin-Baden & Wimpenny, 2007:331). Action research recognises groups as webs or fields of people in interaction, working collectively to achieve shared goals (Glassman, Erdem & Bartholomew, 2010:273). Participatory action research was developed to recognise these community issues and to help avoid the ethical complexity entailed in research studies (Parsell, Ambler & Jacenyik-Trawoger, 2014:170).

In PAR, researchers and participants work together as co-researchers in research activities – both parties are included in the research environment to reflect on research issues (Glassman *et al.,* 2012:273). Making use of PAR in research allows participants to

become co-researchers in the research study, because they are engaged in goal-driven study and interact with one another on the basis of patience, habits or lived experience. Co-researchers follow rules and develop power relationships, because they believe the relationships to be "correct" for their circumstances.

I conclude that PAR was created with the aim of empowering marginalised groups of people, or people who had been oppressed. Lewin investigated PAR as a way to encourage research done *with* people, instead of doing research *on* people. This scholar encourages people to work together in research, by avoiding the pronouns "I" and "them". Freire considers PAR from a political viewpoint; it addresses the issues of social injustice, by allowing non-academics to be active participants in the research. PAR encourages action, rather than observations and interviews, to gather data. PAR, as a research method, shares the same idea as the theoretical framework I used in this study, TLT. Both PAR and TLT avoid discriminating against or judging people in the research study; the aim is to transform and empower people (see 3.2).

This study employed the PAR methodology so that the co-researchers could work together without facing discrimination, thereby combining research, education and action. The researcher and co-researchers learned throughout the process, during which conscious action was taking place. The next section will discuss how PAR was applied in this study.

4.4   PARTICIPATORY ACTION RESEARCH AS METHOD TO GENERATE DATA

I chose PAR as paradigm in this study because it complements my theoretical framework, TLT, and both PAR and TLT are situated within a transformative research paradigm. We generated data using PAR in this study, because it allows for independent thoughts and beliefs of humans, or knowledge of their existence; as well as through social conditioning, and the credibility of the results is observable as data and facts are explained within a context (Wahyuni, 2012:70). The PAR transformative paradigm used in this study was seen as the best way to address the aim of preparing WIL assessment of university student teachers, due to its action agenda for reform "that may change the lives of the

participants, the institutions in which individuals work or live, and the researcher's life" (Mackenzie & Knipe, 2006:4). PAR as a methodology changes and improves the lives of the people involved in the study, because of its agenda to achieve equity and advocate social justice, peace, freedom and hope (Mahlomaholo, 2009:228).

The participants who later became co-researchers in the study comprised four school teachers who mentored and assessed student teachers at the school for WIL, one head of department at the school from the same school employed by the Department of Basic Education (DBE); the teaching practice officer from the university; a teaching practice lecturer from the university with knowledge of the Department of Higher Education and Training (DHET); and ten student teachers who were in their third year of study when the study was conducted. We conducted a school community methodology together, as opposed to imposing it on them (Savin-Baden & Wimpenny, 2007:333). We developed knowledge in collaboration with teachers and student teachers, as local experts, to listen to the voices of the "knowers", as indicated by Savin-Baden and Wimpenny (2007). This group of co-researchers in this study were people who were experienced in assessment: education students and experienced teachers who were experts in their fields, who came together to "share experiences through a dynamic process of action, reflection and collective investigation" (Gaventa & Cornwall, 2001:74). The composition of the group was informed by the principles of school community cultural wealth, which, according to Leonard, Brooks, Barnes-Johnson and Berry (2010:268), validate the voices of marginalised communities as a single voice, and represent the abstract ideas and thoughts that explain the experiences of an entire society. We wanted to recognise the wealth of the social indigenous knowledge that the school community members possess. Moloi (2014:112) argues that the collective voices of the community could help to find a sustainable solution to problems. The sustainable solutions requires people directly affected by the research problem to participate in the research process as co-researchers. We drove the study forward as a group by sharing objectives and decision-making powers. The next section will discuss the weakness of PAR to indicate that PAR is not the only paradigm suitable for data generation in studies.

4.5 PROFILING OF CO-RESEARCHERS IN THE STUDY

This section will profile co-researchers in the study. I discuss the co-researchers, for the reader to gain an understanding of the people who were involved in the study; how and why they were selected to participate as people affected by the study and who worked to bring about change. All these co-researchers were collectively engaged throughout the study to assist in the evaluation of the inclusion of the voices of student teachers in WIL assessment using TLT. The co-researchers in the study consisted of 17 participants, five schoolteachers who were mentors to student teachers at the same school; 10 student teachers who were at the school for three months' work-integrated learning; a teaching practice officer; and a teaching practice lecturer. All these co-researchers were selected as variables from different positions with a common goal in this study, to assess WIL. The number of variables was more than enough for the validity of this critical study to retrospectively identify change as individuals, rather than generalising (Clavert *et al.,* 2014:687). The small number of participants in this critical study is also supported by Mahlomaholo and Netshandama (2012:43), who claim that the number of respondents in qualitative research does not really matter if the aim is to gain an in-depth, thorough understanding of each conversation. This means that numerous respondents in a qualitative study do not increase the value of the findings, because the aim is not to quantify or develop broad patterns, or to generalise the findings beyond the researched group. This study was aimed at gaining in-depth knowledge of the meaning making and meaning construction of each co-researcher in order to evaluate inclusion of the voices of student teachers in the assessment of WIL.

The first cycle of the study was conducted from January to February during the WIL period, and the second cycle in July and August during the WIL period, with the same students and teachers at the same school. Figure 4.1 shows the relationship between the three components involved in the study; that is, the DHET, DBE and student teachers.
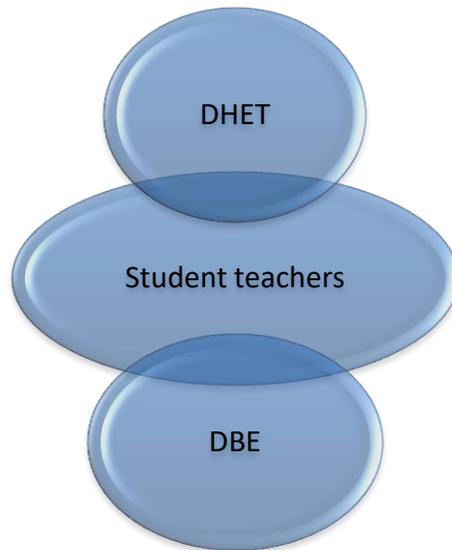
Figure 4.1: Stakeholders in work-integrated learning

Student teachers are caught between the DHET and the DBE by the WIL programme. The WIL programme involves the student teachers, the teaching practice officer and the teaching practice lecturer as the three major stakeholders (McNamara, 2013:184). The next section discusses each group of co-researchers in the study, starting with the student teachers.

4.5.1 Student teachers

The student teachers in this study were third-year students who studied at the university to enter the teaching profession. They were recruited from the university, which represents the DHET and were sent to schools, representing the DBE. The two departments, DHET and DBE, operate independently to prepare prospective teachers. Failure of one of the institutions will fail the student teachers who will not, in the future, be well prepared to serve at schools. Each structure in Figure 4.2 is unpacked and the interactions between them are demonstrated in the next paragraphs. The student teachers who were co-researchers were students at the university who represented the DHET as institution. They were practising teaching and preparing to teach at schools, which are part of the DBE as institution.

These students took different major subjects and they volunteered to participate in the study. They were informed of the research study and its purpose, so that they could decide whether to participate, in the absence of threats or harm (Babbie & Mouton, 2001:521; Basit, 2010:60; Shallwani & Mohammed, 2007:13). I decided to work with third-year students, because they would still be available the following year if a follow-up on the study were required. Having learnt about assessment in their modules at the university, the study provided an opportunity for them to do self-reflection through implementation in classroom teaching, while they were still in training for the profession. The students had visited schools during the previous years for teaching practice, and were able to compare the difference between teaching and learning in different environments. This experience assisted them to contribute fully to the study during discussions.

4.5.2 Department of Higher Education and Training

The DHET prescribes in the MRTEQ policy that close attention be paid to the various types of knowledge that underpin teachers' practice (DHET, 2015). The MRTEQ policy describes learning from and in practice as fundamental to student teachers in teacher training. This study involved student teachers who had studied teaching modules in the first year and the second year, as required by the DHET. They were then placed at schools for WIL, as prescribed by the MRTEQ, to learn from practice, and to observe and reflect on lessons taught by others, as well as to learn in practice how to prepare, teach and reflect on lessons presented by themselves.

The teaching practice officer and the teaching practice lecturer represented the DHET as academic supervisors from the university. The university trains and prepares student teachers according to policies provided by the DHET to align qualifications for teacher education with the Higher Education Qualifications Framework (DHET, 2011:34467; DHET, 2013:36721; DHET, 2015:38487). The teaching practice officer was employed by the university to administer the teaching practice module. He was involved in the study because of his experience in teaching practice. The officer was responsible for placing student teachers at different schools from their first year to their final year, making sure

that they were mentored professionally and assessed in class by lecturers and by mentor teachers. Reports from lecturers and mentors contributed to students' teaching practice marks at the end of the year. As part of the study, the teaching practice officer reported to the university on the progress of student teachers in relation to the teaching practice process and teaching practice marks.

The university lecturer was the main researcher in the study, who gave academic support to co-researchers and guided the students on the policies of Teacher Education Qualification and the South African Council of Educators' (SACE) code of conduct. With other co-researchers, the main researcher assisted to assess student teachers during the entire process of the research study until the study had been completed. At the time of this study, the main researcher had 15 years' teaching experience, including five years as a principal and another five as a deputy principal. The researcher also had six years' experience working with student teachers at the university, lecturing the teaching practice module and assessing students at schools.

4.5.3 Department of Basic Education

This section explains the school as a research site of study, as representing the DBE, for the reader to get a picture of where the research was conducted and why that site was chosen for this study. The study was conducted at one secondary school in the Thabo Mofutsanyane district in the Free State. The school consisted of learners from Grade 10 to Grade 12. This school was selected for the study because it was accessible in terms of geographic distance from the university. It was close enough to the university for the researcher to visit the co-researchers at any time for meetings. The school was rated among the best-performing schools in the district, with a matric average pass rate of 95% for the last five years. It was also selected to be used in the second WIL period, in which the study completed the cycle of PAR, planned change, acted and observed the change, reflected and re-planned.

Ten schoolteachers were mentors to the student teachers during WIL, and were the teachers of the learners at the school who were taught by these student teachers. Their

teaching experience ranged from three to 15 years. All of them possessed a minimum of BEd degree qualifications. It was not the first time they mentored and assessed students for WIL, and they were all experienced in teaching their subjects. We agreed with the co-researchers that we would use a language they were comfortable with, so that we understood one another; what was important were the facts of our discussions. In the discussion it was made clear to co-researchers that permission had been requested from and granted by the principal to bring student teachers to the school to practise the art of teaching. The aim was to prepare WIL assessment using TLT by including the voices of student teachers to meet the demands for learning to teach. We worked together as co-researchers throughout the process of collaboration with the school community, and involved people who provided support to the school. The next section will discuss how data were generated with co-researchers in the study.

4.6 PRINCIPLES OF PARTICIPATORY ACTION RESEARCH

I used the five principles of the PAR paradigm because they create the space to use the TLT framework with its principles adopted in this study to address dissatisfaction with dominant research practices and to avoid discrimination and oppression, as well as achieve social justice (Mertens, 2005:22). Using PAR in the study positioned student teachers to voice their concerns as people who were affected by the challenges of WIL assessment, and who could propose solutions to those challenges. The next section discusses how the PAR principles were used in this study in line with the TLT principles.

4.6.1 Moving research away from traditional way of doing research

We used PAR in the study to move the research away from the traditional positivist science approach, and we worked to recognise and address complex assessment issues in WIL (Eruera, 2010:1). PAR was employed in the study as a paradigm to generate data by working closely with all stakeholders involved in the assessment of WIL, and locating them as people affected by the study in assessment context, not in a "deconstructed" or "reconstructed" geographical space (Wong, 2005:259). This principle of PAR created a

working space to recognise and address complex assessment issues in WIL of student teachers, which is in line with the first principle of TLT, to support to overcome the challenges of WIL assessment (see 3.5.1) and the challenge of using standardised assessment tools for WIL assessment (see 2.4.1). This current study proposed solutions to the challenges of WIL assessment through the principles of TLT as Mayhew *et al.* (2016:677) assert that TLT creates an environment that is challenging, but proposes solutions to those challenges (see 3.5.1). To move away from the traditional way of doing research, we worked together as co-researchers to discuss the academic theory of WIL assessment, the expectations and how to implement them in different contexts, as Brun (2009:202) writes that theory should inform practice, with the aim of moving towards acknowledgement that theory can and should be generated through practice.

Unlike the positivist paradigm, which sees science as the best way to get at the truth, I placed student teachers, experienced teachers, a teaching practice officer and myself, the primary researcher on an equal footing, and we worked together as co-researchers to overcome the challenges (Krauss, 2005:759). Working together as co-researchers in this study allowed the inclusion of the voices of student teachers in the assessment of WIL and their voices were listened to in a transdisciplinary approach to meet the challenges involved in creating conditions for meaningful and successful collaboration between student teachers and the assessor (Home & Rump, 2015:78). Through PAR, we were able to recognise the voices of student teachers on issues related to the assessment of their WIL, as human beings, because we avoided the use of the traditional, positivist science approach of social sciences in the assessment (Eruera, 2010:2). Student teachers were able to have their say prior to the implementation of assessment for a discussion of the assessment tools to be used during assessment, by doing self-assessment and after assessment to discuss the final outcomes of the results with the assessors. Therefore, through PAR, the issues of criticism and biasness on assessment results of WIL were resolved by including the voices of student teachers throughout the assessment process. The aim of this study was to prepare the assessment of WIL using TLT by including the voices of student teachers. The next section justified how PAR was used in the study for a democratic research process.

4.6.2 Pursuing a democratic research purpose

We used PAR in the study to create a democratic research process that places a strong value on the participation of the participants; everyone involved took responsibility, in a democratic manner, during the research process (Jacobs, 2016:49). This approach was unlike the processes that gather quantitative data, where participants only respond to the set questions. The democratic aspect of PAR through TLT created a platform to ensure that all stakeholders in the study – student teachers, school teachers as assessors and the teaching practice officer worked in a democratic way, on an equal basis as co-researchers to co-generate knowledge by allowing student teachers to have their voices in the challenges that are identified (Greenwood & Levin, 1998:35) (see 3.5.2), which in turn is in line with the second objective of the study: to explore alternative approaches to assessment of WIL using TLT by including the voices of university student teachers (see 2.4.2). Through PAR, co-researchers participate in a democratic way to develop practical knowledge in the pursuit of worthwhile assessment purposes (Reason & Bradbury, 2001:1). Co-researchers were allowed to apply their knowledge of the educational issues relating to the school community. We generated data from discussions as part of social and educational research, as PAR exists to embrace and promote the research principles of participation, reflection, empowerment and emancipation of groups that seek to improve their social situation. This form of knowledge generation was a practice categorising a relational, reflective and action-oriented knowledge of the inclusion of the voices of student teachers in the assessment of WIL. For me, the theory of practice was brought to local stakeholders for enquiry by engaging student teachers fully in this study.

We engaged the student teachers and teachers as local stakeholders in the study by creating an emancipatory space for them to transform the assessment of WIL and engage students in order to overcome perceived dissatisfaction with assessment results, alienation, ideological distortion and the injustices of oppression and domination (Kemmis, 2001:97). During WIL we involved student teachers throughout the study by first probing their level of understanding and the ways in which that understanding could be taken to higher levels of thinking (Mvududu & Thiel-Burgess, 2012:108). Student

teachers conducted lessons by first determining what they knew from their previous experience of teaching, and then building on this knowledge by putting it into practice. They were actively involved in the learning process; Rowe (2006:3) writes that the student is an active contributor to the learning process, and that teaching methods should focus as much on what the student can bring to the learning situation as on what is received from the environment. We used PAR as the methodology to emancipate people, by engaging those affected by the problem in the research project and by allowing everybody's voices to be heard and respected (Dold, 2011:512). The study acknowledged the voices and experience of student teachers, who moved from the university to the school community for practice, where they worked with people also involved in or affected by the situation.

Kindon and Elwood (2009:20) explain that PAR recognises and values the knowledge of marginalised or traditionally hard-to-reach groups, and enables them to work towards appropriate social and/or environmental change on their own terms. The marginalised or traditionally hard-to-reach groups in this study were the student teachers, who were not recognised in the assessment of their own learning. The study made it easy for that group to change on its own terms merely by being recognised. Co-researchers in the study aligned as a group, working for change in a spirit of partnership and collaboration. They negotiated their understanding in light of what they encountered in new learning situations (Mvududu & Thiel-Burgess, 2012:110).

Working with PAR in the study, student teachers and teachers had the opportunity to reflect with the group and re-plan until the outcomes were achieved. When what they encountered was inconsistent with their current understanding, their understanding was changed to accommodate the new experience. TLT, as a lens of the study, assessment as a conceptual framework, and PAR as a method in the study acted together to address human beings in the same way. People were treated as responsible human beings by hearing and respecting their voices. They all promoted emancipation and engagement, and developed people socially.

I found that PAR values transparency and accountability of research participants, rather than reproducing knowledge. PAR engages the participants as co-researchers in the study, so that their voices are heard and respected, with the goal of ensuring that everyday knowledge is used to shape the lives of ordinary people (Cameron & Gibson, 2005:317). Torres and Reyes (2010:195) emphasise that

> "participatory research implies that co-researchers are entitled to be part of the decision-making at every step of the research process, from defining and naming the problem all the way through to the use of the research results."

The next section justifies the use of PAR in the study to encourage fairness and representation of people affected in research.

4.6.3 Practice fairness and representation of people affected in research

PAR was used as an approach that encourages fairness and representation opportunities for different groups, such as those that are voiceless within a society/community and who have a stake in the implementation or research (Kananura *et al.*, 2017:56). This principle of PAR, practising fairness and representation of people affected in research is in line with the principle of TLT, which promotes mutuality and cultivates empathy (see 3.5.3), in turn addressing the third objective of the study, the conditions conducive to the inclusion of the voices of student teachers in the assessment of WIL (see 2.4.3). The use of collaborative relationships through PAR in this study was an action to achieve social change by building the capacity of local communities, whose members participate in the research, and debates that inform programmes and policy decisions that affect their lives (Lambert-Pennington, 2010:144). In this study, PAR provided a space for critical discussions of assessment of WIL, which contributed to rating the module without fear, giving power to all participants, including students as marginalised and oppressed people, and listening to the voices of student teachers in the assessment of WIL by allowing them to express their opinions on issues that affected them daily. We tried to eliminate the inequality of power that could exist in a study; instead, student teachers formed part of the co-researchers and were able to voice their concerns without leaving their fate to

external assessors to finalise the process. PAR assisted in transforming the assessment of WIL by enabling student teachers and teachers at a school to take ownership of the process of transforming their own social reality of assessment (Wood & Hendricks, 2016:105).

We developed a sense of ownership of the whole process of the research, as co-researchers, until the final product was achieved and we were better able to achieve outcomes that were useful to everybody affected by the outcomes (Conder, Milner & Mirfin-Veitch, 2011:40). As co-researchers who were engaged throughout the research process, we attempted to identify challenges confronting WIL. We came up with a research design; together we collected and analysed data; and we applied the findings (Ozanne & Saatcioglu, 2008:424). The next section justified the use of PAR for social development and emancipation of participants.

4.6.4 Social development and emancipation of participants

PAR was used in the study for the social development and emancipation of participants. PAR methodology and TLT framework see social justice as a contact zone in which people are empowered in a politically and intellectually charged space so that they can work together to experience and analyse power inequities that exist (Moreno, 2015:183) (see 3.5.4). Allowing student teachers to have their voices in the discussions of WIL assessment prior to the implementation, during assessment and after the assessment was because PAR evolves bottom-up processes; it ties with local communities on issues involving the distribution of wealth and power (Glassman & Erdem, 2014:208). This bottom-up process allowed me to work with the participants as opposed to on them; to work with students and schoolteachers as co-researchers who were initially marginalised, and oppressed groups of individuals regarding the assessment of WIL. The bottom-up process of PAR allowed us to reduce unequal power relations that exist within societies, including education. This realisation then lead the research to take a stance regarding social justice as an ethical issue that is committed to democratic engagement, transparency and openness.

Working as co-researchers in this study enabled us to conduct research on the practices that affect our lives by listening to the voices of student teachers in the assessment. Mahlomaholo and Netshandama (2010:75) report that, in PAR, power is vested in all co-researchers of the study as people who are affected daily by oppressing situations. The collective evaluation of including the voices of student teachers in the assessment of WIL using TLT was the most appropriate experience, since PAR recognises that knowledge is socially constructed and embedded. Collectively, we included and acknowledged the experience of schoolteachers as assessors of WIL, the university lecturer and the teaching practice officer. We accepted that each person has knowledge that is of value and that all can learn from one another and share power (Conder *et al.*, 2011:40).

Together with the co-researchers in this study, I facilitated the research project, as opposed to other conventional research methodologies in which power is vested in the researcher only. This approach study showed that people can be emancipated if they are engaged in discussions that allow their views to be expressed freely, on a platform that does not limit their social development or determination. We recognised and valued everybody's knowledge as belonging to a marginalised or traditionally hard-to-reach group of students and teachers involved in the assessment of WIL, and we worked together to achieve appropriate social and environmental change on their own terms (Kindon & Elwood, 2009:20). Participatory approaches by students and other co-researchers in the study were representative of academic concerns, as well as worldwide shifts associated with the rise of civil society, calling for democracy, citizenship, human rights and environmental sustainability.

I used PAR, because participants, who were later referred to as co-researchers in this study, were adults in education, and were engaged to achieve social development (Hardy & Edwards-Groves, 2010:112). The study recognised and valued co-researchers; students included. As co-researchers, we aligned ourselves as a group working to achieve change in a spirit of partnership and collaboration. Working with PAR in the study, students had the opportunity to reflect with the group and re-plan until we reached the outcomes. The understanding of students changed to accommodate new experiences when they encountered inconsistency with their current understanding. All co-researchers

remained active throughout this process. They were treated as responsible human beings whose voices were heard and respected. They all promoted emancipation and engagement and they all developed socially as people during the study. The next section provided the justification for using PAR for transformational learning purposes.

4.6.5 Transformational learning purposes

Transformational learning was the key conceptual practice in the study to influence and shape the assessment of WIL in the form of the social organisation for conducting research (Jordan, 2003:190). The transformational learning of PAR created a space for flexibility in the assessment by moving away from the traditional way of doing research. Brun (2009) writes that PAR is a method and field of research that aim to achieve transformation. Student teachers in the current study were transformed to become assessors of their WIL on three distinct elements as driving forces of PAR, identified by Kemmis (2010:19) and Shea *et al.* (2013:4): shared ownership of the research project; a community-based analysis of social problems; and an orientation towards community action. It therefore becomes clear that the success of PAR in a research study relies on collective participation, indigenous knowledge, education and collective action.

PAR privileges the "voices" of community members, and values the voices of the "outsider", which provides different insights (Brear, 2016:11). In the past, students had not been given the opportunity to participate in the assessment of their learning during WIL; if given the opportunity to do self-assessment, it was not considered for rating. The PAR process combined systematic research education with developing a practical intervention action to include the voices of student teachers in the assessment of WIL (Chapman & Dold, 2009:1). Transformational learning is not a smooth process; it involves barriers that students must overcome (see 3.5.5). Jordan (2003) argues that PAR is relevant during times of struggle to develop oppressed people. PAR was relevant in this current study because student teachers wanted to get credit for the WIL module. Hence I decided on this study to transform WIL assessment by including the voices of student teachers in the assessment. This study aimed to evaluate the inclusion of student teachers in the assessment of WIL using TLT.

4.7 CYCLICAL AND SPIRAL PROCESS OF PAR

This section discusses the cyclical and spiral process of PAR we followed to share ownership of the research project until the study was completed (Figure 4.2). The process involved systematising experience; collective analysis and problematising; reflection and choice of action; taking and evaluating action; and systematising learning (Loewenson *et al.*, 2014:13). Figure 4.2 shows how the cyclical and spiral process of PAR is structured.
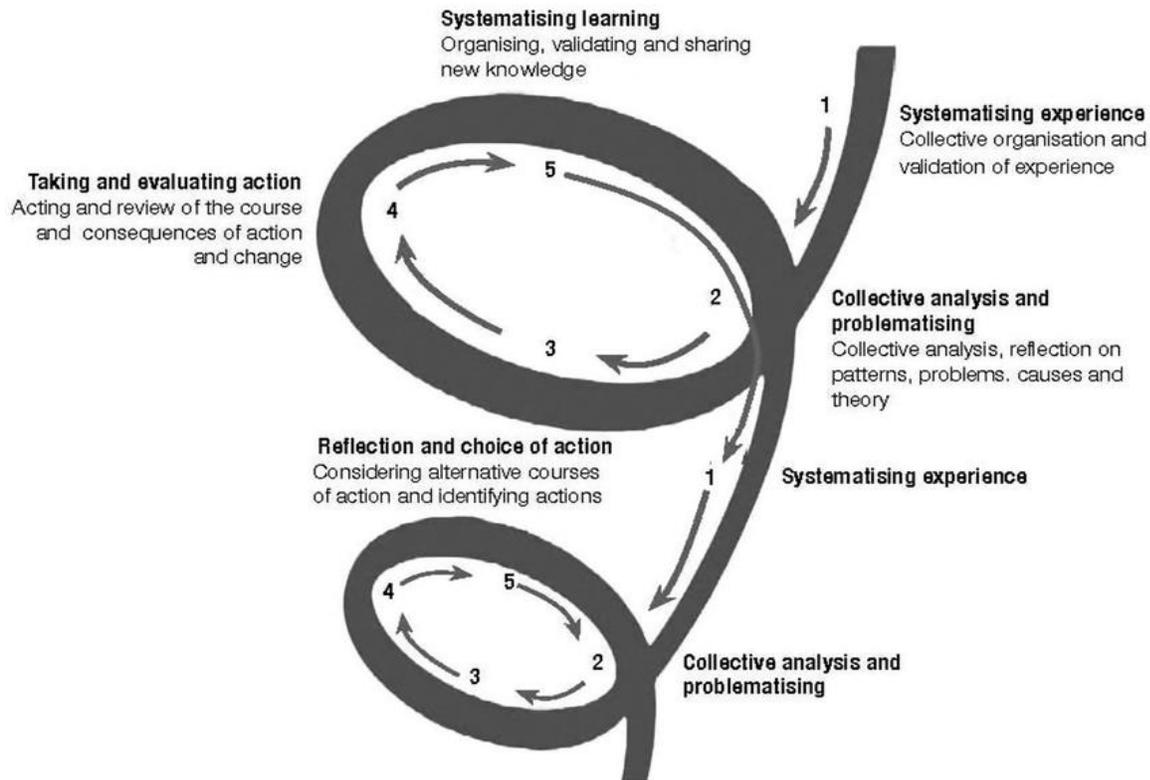
Figure 4.2: The cyclical and spiral process of participatory action research

4.7.1 Systematising experience

The systematising experience step of the cycle deals with the planning stage of PAR, and relates to how the team of co-researchers works together to generate data to respond to the aim and the objectives of the study. It is a stage of the cycle that involves collective organisation and validation of experience to acknowledge the social structure and the system of the research. It validates the experience of people in the research by

understanding that they assist with solving, as opposed to contributing to the problem. Social cohesion and empowerment are supported at this stage through the allocation of resources and the provision of opportunities for participation in the research by addressing the power imbalances that may arise in the study. The next section discusses the collective analysis and problematizing step of the cycle.

4.7.2 Collective analysis and problematizing

The collective analysis and problematizing step of the cycle deals with the pattern of the problem investigated by the study. It discusses how things are currently understood and done in reality. It deals with differences between reality and what is desired from what exists. The next section discusses reflection and choice of action.

4.7.3 Reflection and choice of action

The reflection and choice of action step of the cycle influences the action of the research. This stage of the cycle process engages co-researchers in a collective discussion within the context of the study. PAR provides a way for co-researchers to take part in the "process of generating knowledge and advocating positive social change" (Govender, Mansoor & Karim, 2017:735). The next section discusses the taking and evaluating action step as another process in the cycle of PAR.

4.7.4 Taking and evaluating action

The taking and evaluating action step of the cycle involves the implementation of the action and consideration of possible solutions to the problem. The aim of evaluation in the cycle of PAR is to collect the views of co-researchers and to return the information to the research study (Thomas, 2000:105). Co-researchers synthesise available information in order to reflect on it. The next section discusses systematic learning in the cycle of PAR.

4.7.5 Systematising learning

Systematic learning in the cycle deals with organising the results and validating and sharing new knowledge gained in the study. The cycle of PAR is not fixed; it can start anywhere and be repeated until the desired outcomes have been obtained (Kemmis, 2007:276). This study completed two cycles of PAR to obtain the results, while considering the research environment, the period of WIL at schools and the school timetable. The next section discusses the implementation of the cycle in the study, starting with the first cycle of PAR.

4.8 THE FIRST CYCLE OF PARTICIPATORY ACTION RESEARCH IN THE STUDY

This section discusses the implementation of the first cycle of PAR in the study in accordance with the cyclical and spiral process of PAR. The section discusses the planning of change, acting and observing change, reflecting, re-planning on the change (Kemmis, 2007:276), systematising experience, collective analysis and problematising, reflection and choice of action, taking and evaluating action, and systematising learning (Loewenson *et al.*, 2014:13). Following this cycle of PAR enabled the study to locate the voices of the marginalised teachers at the centre of knowledge construction in pursuit of finding solutions to their problems (Mahlomaholo, 2012:2). This approach concurs with Dupuis *et al.* (2014:95), who state that PAR involves a collaborative approach that builds partnerships between people who have first-hand knowledge concerning the object of the study.

Co-researchers in this study had first-hand knowledge of the object of the study, which was assessment. Therefore, I understood that teachers' daily experience was relevant to the design of a strategy that would be responsive to the daily challenges presented by assessment. PAR was an active approach that aimed to, among other aims, improve social practice through change, achieve congruence on authentic participation and collaboration, establish self–critical communities, and involve people in theorising about their practices (MacDonald, 2012:39). The collaborative nature of this research study required of co-researchers to meet regularly. Collaboration allowed the team to put

practices, ideas and assumptions about assessment to the test and to objectify their own experiences, as well as allowed critical analysis and political process (Kemmis, McTaggart & Nixon, 2013:13; MacDonald, 2012:39). The meetings were held according to the cycle of PAR. The first meeting started with the systematising experience of planning the way the team of co-researchers would work together to generate data to respond to the aim and the objectives of the study. The next section discusses the meetings held during the first cycle according to the cyclical and spiral process of PAR.

4.8.1 The first meeting

The initial research team meeting was on 4 January 2019, to provide an opportunity to conceptualise the problem and to indicate the degree to which WIL assessment is conducted at schools (Singh *et al.,* 2012). We visited the school for a research meeting with six student teachers who were assigned to that school for WIL, and the teaching practice officer, to meet with the school communities, the deputy principal and subject teachers who were mentors to students, to discuss the problem and find a way forward in relation to WIL assessment (Kemmis, 2009:463). Moloi (2014:109) explains that the PAR model concentrates on the engagement and mobilisation of research participants as active agents in the process of constructing knowledge, reaching a shared objective and solving problems. All co-researchers seemed to show interest, as they were all in time for the meeting, except the deputy principal, who had indicated that he would join the team later.

At this meeting, we systematised the experience of co-researchers and planned how the team would work together to generate data to respond to the aim and the objectives of the study. The teaching practice officer explained the process of WIL to the deputy principal and what the university expected of the participating schools, as well as how the mentor teachers would be involved. We agreed on a common goal with the deputy principal and the teachers, namely that that there is a need to prepare the assessment of WIL using TLT by including the voices of student teachers. Eruera (2010:2) reports that a PAR project often starts with reflection, when groups of people identify a thematic concern relating to issues, which they turn into a common goal.

We shared ownership of the project, which involved analysing WIL and allowing student teachers to be engaged in their assessment, so that they could understand how to achieve the required results. We relied on the assessment experience of schoolteachers, the lecturer and the teaching practice officer, and the learning experience of the student teachers, to ensure that we used everyday knowledge to shape the lives of ordinary people. The study had the purpose of orienting and emancipating co-researchers as people who are actively involved in the research process. Co-researchers were involved in decision-making for the study at every step of the research process, from defining and naming the problem, all the way through to the use of the results (Anderson *et al*., 2015:181). This way of doing research is supported by Mahlomaholo and Netshandama (2010:112), who assert that PAR does not promote unequal power relations between the researchers and the researched, as other research methodologies and other quantitative research do. This study aligned PAR with a non-positivist approach to research. Ozanne and Saatcioglu (2008:425) write that grouping people to address a practical problem provides workable solutions to immediate concerns and develops local human capacity, as solutions lie in the local.

We discussed different roles of co-researchers in the study and further engagement. I requested the whole team to take part in the process of the teacher-training project, from the beginning to the end, when we would analyse the results. I informed co-researchers about their rights in the study: the right to participate and to withdraw participation any time, should they wish to do so. We read the consent forms and clarified the implications to co-researchers, and we all signed the forms. Co-researchers, as people living at the research site of the study, were the people who would assist to reach the outcomes of the study, and I respected them for that role.

We agreed during the meeting that we would meet every week for less than two hours until the study was completed, and that, if we needed more time, we would continue to the second round of the WIL to reach the desired outcomes. To address the objectives of the study, we divided our meetings into phases according to the cyclical and spiral process of PAR. We generated data through discussions, and conducted workshops and classroom observations, as indicated in the description of the phases explained below.

In the preliminary meeting with student teachers, teachers and the teaching practice officer, we collectively shared experiences and reflected on how to do WIL assessment (Gaventa & Cornwall, 2001:74). During this phase, the team had the opportunity to discuss problems, and we explained in detail the foundation of the research, as well as the best way people could relate to one another to achieve success in the study. We clarified the problem of the WIL assessment of university student teachers, namely unsatisfactory assessment results of WIL of university student teachers. We drew up ground rules, which enabled us to relate to one another and work together as co-researchers throughout the study. The ground rules included respecting people's opinions, listening attentively to others and responding when necessary, as directed by the team leader. The team agreed on the time and dates for discussions and workshops. As students would be at the school for three months, the team agreed to meet every week at a time that would not exceed two hours. The team agreed to continue to the second round of the WIL if we needed more time to reach the desired outcomes. We agreed with co-researchers that we could use any language we were comfortable with, so that we understood one another, and we agreed that what was important were the facts of our discussions.

At this first meeting, I made teachers aware that they contributed to the study because of their experience in teaching and learning and assessment of learners, and as mentors to student teachers. They would assist in determining how students could be assessed for WIL. I made student teachers aware that their contribution would assist to improve the way they were assessed for WIL. I explained the purpose and the objectives of the study to ensure that the discussions would be focused. We agreed to work together as a team to do both a research study and student training. We used the principles of PAR as a method to encourage participation by all co-researchers in the study, from the beginning until to the end of the study. We discussed the principles of PAR to show that this research strategy responds to the aim of preparing WIL assessment using TLT by including the voices of student teachers, addressing the challenges associated with that aim, and addressing feelings of inclusion and exclusion that should be negotiated within the context of PAR (Brun, 2009:202).

This discussion took place at this stage, so that co-researchers would feel they had the freedom to participate, and also the freedom to withdraw at any time during the study. In this meeting, I explained to the team all the ethical issues relating to the study. Together, we were able to design the tools we would use for assessment according to the PAR cycle, and to be flexible until the outcomes were reached. The next section discusses the second meeting of the co-researchers.

4.8.2 The second meeting

The second research meeting was held to reflect and to choose the action of the research. We discussed the patterns of assessment of WIL, problems in WIL and causes of the problems, and we made suggestions of a possible way to address it. I valued the contributions of co-researchers, because PAR values the contributions of everybody engaged in a research project in the struggle to achieve change (Kemmis & McTaggart, 2000:563). Co-researchers' participation in the meeting showed that they were part of the problem, and that we were working together to come up with a solution. We worked together as a team to discuss all matters concerning assessment. Co-researchers wrote a brief background on how to improve WIL assessment. This was followed by a discussion meeting. I facilitated the meeting and highlighted the first objective of the study; that is, to encourage a discussion on the challenges facing the WIL assessment of university student teachers.

In response to the first objective of the study, the team discussed the various challenges facing WIL assessment. A discussion to address the first objective and the research question led the team to brainstorm about challenges and possible solutions. This phase created the platform for co-researchers to raise their concerns about WIL, especially regarding students assessed in the teaching practice module. We also discussed the observation sheet to identify the gaps that needed clarity, and we agreed to observe one lesson presented by an experienced teacher. This was helpful for the co-researchers, who had little knowledge of WIL assessment. This discussion allowed the team to come to a shared vision on the basics of assessment, which helped to eliminate some of the misconceptions often held by assessors during WIL.

We agreed as a team at this second meeting to do a SWOT analysis of the school under study with regard to the assessment of WIL. The SWOT analysis assisted in prioritising WIL assessment activities at the school. The discussion at this meeting was transcribed for analysis purposes. The next section describes the SWOT analysis that was undertaken by the co-researchers during this second meeting.

4.8.3 SWOT analysis

The SWOT analysis assisted the team to identify the strengths, weaknesses, opportunities and threats of the school regarding the study of the WIL assessment of university student teachers. The next subsections discuss the SWOT analysis of WIL at the school in the study, starting with the strengths that were identified.

4.8.3.1 Strengths

One of the strengths of this project was that it was not the first time any co-researcher took part in a WIL programme. It was easy to follow the cycle of PAR to implement and monitor the progress during WIL. The school in the study had qualified and dedicated teachers who were prepared to mentor university student teachers in preparation for the teaching profession. The school had all teaching and learning resources, so that student teachers could perform their duties. The school had obtained an average of a 94% to 98% pass rate for matric in the past five years. The teachers would mentor students on how to teach learners so that they achieved a good quality education. The teachers themselves had undergone WIL, and they had been assessed while they were studying for the profession. The students sent to this school were committed to the teaching profession; they volunteered to participate in the study. They were in their third year of study for a teaching career, and had learnt assessment in one of their modules at university. The student teachers had visited schools for observation in their second year of study. The next section lists the weaknesses of assessment of WIL at the school.

4.8.3.2 Weaknesses

A weakness that was identified was lack of confidence among the teachers regarding monitoring and implementing assessment. They felt threatened by being observed by student teachers who were in their age group, and being assessed by them. The way the assessment of WIL was done demanded that student teachers observed teachers as their mentors presenting the lesson for student teachers to do the same. Teachers did not understand the purpose of assessing student teachers on WIL; their focus was only on their learners, and teaching them so that they passed. They were not aware of the policies of assessment relating to university student teachers. The next paragraph discusses the opportunities identified during the meeting.

4.8.3.3 Opportunities

One of the opportunities discovered during the meeting was the availability of the Curriculum Assessment Policy Statement (CAPS) document, which would assist to maintain the teaching and learning progress of learners at school. The policy helped teachers and student teachers to maintain the pace and progress of learners without forcing them to stick to one topic in class while teaching. Teachers were able to teach their learners while monitoring and doing assessment of the student teachers. The student teachers who had been sent to schools by the university for WIL had the opportunity to explore teaching and learning in an authentic environment. The school under study was not far from the university, so that the lecturer and the teaching practice officer could visit students at any time until the completion of the study. As they reflected on their teaching, student teachers had the opportunity to meet with their lecturers to discuss new ideas at any time. The next subsection discusses the threats identified during the meeting.

4.8.3.4 Threats

The threats identified during the meeting included those posed by balancing teaching and learning by the teachers, with mentoring and assessment of university student teachers.

Teachers were not confident enough to teach while being observed by the university students and the lecturer.

At this meeting, the role of each co-researchers in WIL became clearer, as they were able to identify and voice their ideas during the SWOT analysis. Through deliberation on the SWOT analysis, we prioritised issues for action and came up with the action plan (see Table 4.1). We assigned roles to co-researchers according to their areas of specialisation. The team identified five activities to be addressed in transforming WIL assessment. A scribe recorded the identified activities in order of priority in an action plan. The first three days were dedicated to a workshop and discussions about how the assessment of WIL would be done, while the other days involved classroom teaching by teachers and student teachers. The workshop on WIL assessment covered content knowledge and CAPS; assessment tools and policy for WIL; and lesson presentation and observations.

Table 4.1: Research plan

DATE	ACTIVITIES	PERSON REPONSIBLE	MONITORING
7 January 2019	Assessment of WIL	Teaching practice officer and a university lecturer	Workshop for teachers
8 January 2019	Content knowledge and CAPS	School teachers	Workshop for student teachers
9 January 2019	Assessment tools and policy for WIL	Teaching practice officer and a university lecturer	Workshop for teachers and students
23-25 January 2019	Lesson presentations	Subject teachers	Student teachers observe
28 January-8 February 2019	Lesson presentations and discussions	Student teachers	Subject teachers observe

4.8.4 Assessment of work-integrated learning

The teaching practice officer and the lecturer conducted a workshop on the assessment of WIL. We indicated to the co-researchers that the DHET prescribes the MRTEQ policy as a guideline for teacher education institutions to follow. The MRTEQ policy indicates that student teachers should undergo the WIL programme, which should be assessed formally. The challenge of the study was to engage student teachers in the assessment

of their WIL. The next section will discuss the workshop conducted by teachers on content knowledge and the CAPS.

4.8.5 Content knowledge and the Curriculum Assessment Policy Statement

The schoolteachers conducted a mini-workshop on content knowledge and the CAPS on 8 January 2019. It was indicated at the workshop that the DBE's CAPS document is a policy that describes teaching progression from one phase to another, and progression within the phases. The teachers showed the team where to start the term's teaching and learning by following the policy.

It became clear from this workshop that student teachers possessed the content knowledge of their major subjects they were studying at the university. Student teachers took two of the subjects they performed well at in Grade12 as their major subjects. We requested students to prepare a lesson for presentation, and that they be observed by the team. We arranged a session for teachers and students to indicate their knowledge of the content, and recommended that students follow the CAPS while preparing their lessons.

4.8.6 Assessment tools and policy for work-integrated learning

The teaching practice officer and lecturer presented the mini-workshop to discuss the assessment tools and policy for WIL on 9 January 2019. Assessment tools were designed by the university according to the criteria set by the DHET policy to meet the needs of teacher preparation programme. A lecturer and mentor teacher visited a student teacher in class for assessment purposes on the agreed date and time to complete the assessment form. This form was returned with the student file to record marks for the teaching practice module. This workshop created a platform for co-researchers to interrogate the assessment forms, and included certain questions.

The DHET provides the MRTEQ to ensure that WIL takes place in the workplace. The emphasis of the MRTEQ is on aspects of learning from practice (e.g. observing and reflecting on lessons taught by others) and learning in practice (e.g. preparing, teaching

and reflecting on lessons presented by oneself). The policy also emphasises that WIL should be formally assessed. At this point, co-researchers realised that they could contribute further to the teacher training programme.

Schoolteachers presented their lessons in the first week according to their timetables, in their different classes; student members of the team observed the lessons. We all met after school to discuss the lessons presented by the teachers. The discussions allowed students to indicate how they would improve on the lessons presented.

The next section discusses the lessons presented by student teachers that were observed by other members of the team.

4.8.7 Lesson presentations by student teachers

We held a meeting after school to discuss the lessons the students had presented. No teaching time was wasted, as the lessons ran without compromising the CAPS document. It was a daily activity for the students to present the lesson under supervision of experienced teachers during WIL, and the lessons that were presented were followed by discussions. Monitoring of preparation and teaching was done while students were assessed. While observing the activities and lessons, other co-researchers also observed whether student teachers enjoyed what they were involved in at the school. Teachers monitored whether students were motivated or demotivated during the discussions. Teachers also considered whether the students in the study would contribute to change at the school if they would be employed after completion of their studies to prepare them for the profession.

The next section discusses the third meeting held in the study, which involved reflection and action.

4.8.8 The third meeting

The third meeting involved reflection on the experiences of assessors of WIL. We discussed alternative courses of action and proposed actions to be taken to solve the problems. The focus was on assessors observing and highlighting important points

related to classroom teaching. The co-researchers were requested to outline various fundamentals that they believed should be included in or excluded from assessment.

A time was set for the team to observe a lesson presented by an experienced teacher, as observation is a way of measuring behaviour by watching people, events, situations or phenomena in natural settings (Berg, 2007:3). Creswell (2003:211) defines observation as a process of gathering open-ended, first-hand information by observing people and places at research sites.

My visits, during which I took part in classroom observations, followed the school timetable. The objective of the observations was to characterise the teachers' practices during lessons as they responded to the four objectives of the study. Then we moved to the next stage of the PAR cycle, taking action and evaluation.

4.8.9 The fourth meeting

The fourth meeting took place in the last week of WIL at the school, and the topic was taking action and evaluation, as indicated in the PAR cycle. This was the last meeting in the first round of WIL in the study. The team considered the research results and validated data by comparing current practice with what had been done before. We shared a common understanding that, regardless of how noble an idea, it was likely to face various threats that could hamper attempts to improve WIL, and had to be managed properly. We noted various challenges to the assessment of WIL and suggested various solutions to address the challenges. We went further to discuss the best conditions for, and threats facing success of assessment of WIL.

Finally, we presented evidence of anticipated successes of WIL assessment. Through shared team ownership of the project, we indicated a new understanding of how to transform WIL assessment. Each student teacher conducted self-assessment of each lesson presented to validate the ideas, and we discussed the experience together after school without having observed the students.

The team mapped out a strategy that incorporated the points that had been raised. The information gleaned was used to formulate the action plan for the second cycle of PAR,

which took place in the second period of the WIL programme. This meeting was the last of the first WIL programme of 2019 for student teachers at the school, and it completed the cycle of PAR. We agreed to continue with a second cycle of PAR in the next WIL programme. Data were recorded in all the meetings, and the conception and analysis were presented in the next chapter.

The following section discusses the second cycle of PAR as implemented in the second round of WIL.

4.9   THE SECOND CYCLE OF PARTICIPATORY ACTION RESEARCH

The second cycle of PAR in the study started on 7 August 2019, when student teachers visited the school for the second time for WIL. The same approach to the PAR cycle was applied in the second round of WIL, with the same participants as co-researchers, who visited the same school as a research site to repeat the cycle that had started the previous semester. This second visit for WIL was used by the study to implement a second cycle of PAR, which considered the progress of WIL assessment of student teachers.

The first meeting of the second round was held to discuss systematic learning and to validate and share the new knowledge that had been gained during the assessment of WIL. Only two meetings were held in this second round of WIL assessment; the next section discussed the meetings we held. We analysed the research results to validate the data of the improvements. The second meeting discussed the results of data generated during the study.

The two discussion meetings were held after school, and they created a space to discuss conditions that were necessary for the successful implementation of the WIL assessment of university student teachers. We agreed to review the causes and consequences of the WIL assessment to identify the best conditions under which assessment could be done. This was necessary, because students thought that they knew the content and all they had to do was to go into the class and do the presentation. The teachers also acknowledged that they were not doing justice to students during assessment. We agreed to review the components of the lesson plan and assessment plan.

4.10 WRAPPING UP THE RESEARCH

The last meeting was held in the last week of the WIL programme to wrap up the research journey with all the co-researchers. We reflected on the journey we had undertaken to complete the study. I took this opportunity to express my sincere gratitude to the team for their support, which had ensured the success of this research. I admitted that the knowledge and experience demonstrated by the team had exceeded my expectations. It had been a transformative journey, which indicated that assessment can be transformed when people are engaged in dialogue and are informed by the principles of TLT. The next section discussed the conditions of assessment of WIL prior to the intervention.

4.11 WEAKNESSES OF PARTICIPATORY ACTION RESEARCH

This section will discuss the weaknesses of PAR as a method to generate data, because PAR is not the only research paradigm that can be used to generate data. The section will also discuss how the weaknesses were circumvented in this current study.

4.11.1 Inadequate training of researchers

The first weakness of PAR that was identified is inadequate training or ignorance regarding the method of doing research. Researchers using PAR, according to Dlamini (2017:58), have inadequate knowledge of facilitating discussions during a study. McTaggart (1998:213) gives as reason for the lack of training in PAR the dearth of publications reporting on quality PAR, and the tendency by scholars to think of action research as something researchers do, while academic researchers do "real" research. The shortage of publications means authors employing PAR do not describe the cyclical PAR process in their writing (Langlois, Gondiean & Lalonde, 2014:228), instead, limiting their reporting to the conduct, frequency and length of meetings. Regarding this shortcoming of PAR methodology, I concur with the scholars quoted in this section, namely that inadequate training is a concern regarding the use of PAR. There will always be questions about studies employing PAR, unless proper training on its use is done.

4.11.2 Power imbalances between communities

The second weakness of PAR is power imbalances between the communities involved in a study. Although PAR empowers those who have been oppressed by dominant powers and supports strong participation, the community is not homogeneous (Nakamura, 2015:169). The heterogeneous community that is involved in the study may delay the research process and, sometimes, the research project may be abandoned because of lack of time to conduct discussions with all participants. Some members of the community may be eager to collaborate, while others might not be interested and may distance themselves from the project, especially if the project originates from an external researcher.

Sometimes there is an inconsistency between methodology and philosophy in PAR (Langlois *et al.*, 2014:228). This inconsistency is brought about by participants observing, doing interviews and completing questionnaires without being involved in actual action-oriented research. Observations, interviews and questionnaires are inappropriate for guiding the cycle of the PAR process to achieve the goals that have been set. I agree with the discussion in this section, namely, that it is not easy to avoid the power imbalances that may exist between the participants because of people not being homogenous. Non-academics could feel threatened by academics in the research project, and may have the idea that academics are more knowledgeable.

4.11.3 Weak research relationship and shallow participation

Another weakness of PAR is weak research relationships and shallow participation. Working with PAR demands

> dealing with relationships; understanding human behaviour; facilitating the reduction of social barriers to working together; building capacity for people to deal with complex, dynamic and often conflicting group or community processes (Kindon & Elwood, 2009:24).

This weakness in research may lead to a point where researchers may decide to withdraw before the study has been completed, which, according to PAR, they are free to do.

I believe that the above-mentioned factors may sometimes derail the study, as one may lose focus and address issues that are not related to the study, for example, to focus more on relationship issues than WIL assessment, which should be the main focus. In trying to circumvent all these weaknesses, we discussed the way to use PAR, and clarified the ethical issues for participants, who later became co-researchers in the study. We explained the freedom to participate to co-researchers, and that they were free to withdraw at any time during the study. The PAR cycle of planning a change, acting and observing the change, reflecting and re-planning, improved the working relationships of participants in the study.

4.11.4 Politics of power in research

The other weakness of PAR is the politics of power, balancing local and theoretical knowledge, and conceptualising the community (Cornwall, 2004:6). Researchers write that participation is never politically neutral, and may be used to promote a range of interests. Other outside researchers may shape the production of knowledge to move the project towards the interests of, for instance, funding agencies or journal requirements. To circumvent power relations affecting the study, co-researchers in this study were encouraged to work to achieve consensus, which enables successful programmes of social change to work across multiple levels of analysis. The team was given the chance to lead discussions on educational issues, for instance, commenting on how teaching affects the learners' performance and involvement, so that participants could develop individual political competencies (Gaventa, 2004:144). We acknowledged and sympathised with the school community and appreciated the value of different ways of knowing to foster meaningful links between local expertise and outside theory (Dlamini, 2017:63).

To circumvent the above-indicated threats, we capitalised on the timeframe of WIL for the research study. To counteract lack of training in PAR as a method, we, as the team, discussed the cyclical process of PAR (see 4.8.1). Student teachers were able to teach in the class, observe experienced teachers who were their mentors, and discuss the taught lesson after school. The steps of PAR guide co-researchers through the critical

conversation about what must be done in a specific situation by considering the school as a research site. We followed the school timetable for lesson presentations. Co-researchers were able to reflect after school and meet with co-researchers to discuss challenges they had experienced in class.

To counteract power imbalances between the communities, we allocated time for every member of the team to act during the research study. Every observation was followed by action. We did not do any interviews in our study, which means there were no questionnaires.

The next section shows the profiling of co-researchers in the study and discusses the instruments used to generate data for the study.

4.12 DATA GENERATION INSTRUMENTS

We used participant observations and group discussions according to the principles of free attitude interviews (FAI) to generate data. Participant observation, according to Aagaard and Matthiesen (2015:42), involves watching, sensing, feeling, and being present with people and things. In this study, the co-researchers were present in the class when a student or teacher was presenting a lesson, to watch and get a feeling of the classroom environment and other matters that affect teaching and learning. The literature furthermore indicates that observation makes it possible to analyse how humans cope with materials, as opposed to how they make sense of materials or how they make sense of themselves with the help of materials. We assigned one teacher to take notes during discussions on how to design an observation form that we would use to assess student teachers. We agreed to use a video and/or voice recorder during our discussions to ensure that the scribe could capture information accurately. Co-researchers asked questions while responding to any questions that arose, according to PAR and FAI principles.

We applied the principles of FAI, because it has elements of respect for people, and because the questions are used only as means to initiate conversation (Tshelane, 2013:419). By applying the principles of FAI, co-researchers were able to talk as if they

were involved in a normal conversation (Meulenberg-Buskens, 2011:1), unlike cases where people respond to prepared questions. According to FAI, co-researchers explore their own minds in relation to a single question that is posed.

A reflective summary was compiled after the FAI; thus, persuading contributors and inspiring them to reason prudently about their arguments (Mahlomaholo, 2009:228). Meulenberg-Buskens (2011:1) writes that the FAI is non-directive by nature, and unlocks the space for co-researchers to intervene. FAI made it possible for co-researchers to assess and negotiate issues of consistency and legitimacy, which are emphasised in positivist and phenomenologist paradigms (Meulenberg-Buskens, 2011:2). I used the objectives of the study to initiate discussions.

One of the advantages of FAI was that co-researchers said more than they would have said in responding to a closed questionnaire. The nature of a normal discussion helped co-researchers to feel free. The FAI allowed us to engage in reflexivity as a means to regulate the effects of researcher preconception and its impact on the research process. We also used voice recordings to ensure the correct capturing of the information discussed.

The research question in this study is how to prepare the assessment of WIL using TLT by including the voices of student teachers. Meulenberg-Buskens (2011:2) indicates that FAI may be applied between two people, or in a group, and co-researchers are free to intervene and respond in a flexible manner. I conducted FAI in a group of participants who later became co-researchers in this study.

The next section discusses the research site, so that the reader can understand the relevance of objectives used to initiate discussions in the study.

Data generation instruments were used to address the objectives of the study.

- Objective No. 1: To find the need to include the voices of student teachers in the assessment of WIL.

   To address this objective, we brainstormed ideas as a team of co-researchers to identify the challenges of WIL and came to an agreement on

the existing challenges. We then drew the plan of action on how to address them.

- Objective No. 2: To explore alternative approaches to assessment of WIL using TLT by including the voices of university student teachers;

  We discussed each of the identified challenges and agreed on how to follow the set plan. We agreed on strategies, such as observing one another presenting lessons in class for assessment.

- Objective No. 3: To identify conditions conducive to the inclusion of the voices of student teachers in the assessment of WIL.

  The team decided to modify the existing assessment tools to achieve the aim of the study, to prepare WIL assessment using TLT by including the voices of student teachers. We discussed the best ways to assess student teachers during teaching.

- Objective No. 4: To identify possible threats to the inclusion of the voices of student teachers in the assessment of WIL.

  We discussed the threats that could hamper improvement in the inclusion of the voices of student teachers in the assessment of WIL. Teachers mentioned the challenges they encountered in assessing university student teachers and students mentioned their concerns about being assessed.

  Finally, we discussed the existing assessment tools and agreed to the improvements that allowed the inclusion of the voices of student teachers in the assessment of WIL. Discussions, reflection and agreement followed regarding the best lesson taught to find the area where students could improve further.

4.13 DATA ANALYSIS

Data in this study were analysed using CDA, which uses spoken and written words in language as a communication tool between the people involved, and equips them to think

critically to reveal meanings that exist on linguistic and non-linguistic levels, thereby solving the problem (Mustofa & Yuwana, 2016:167). CDA emerged as a sub-area of discourse analysis in the 1970s, with a perspective that argues that discourse is a form of social practice concerned with the way texts work within sociocultural practice (Fairclough, 2013:7). Alford (2015:15) explains that CDA provides tools for looking at the world, questioning how it became the way it is, and how to create change, if change is needed.

I used CDA as a tool analysing data in this study to enable a vigorous assessment of verbal and nonverbal communication among co-researchers, and to describe the meaning of social phenomena (Kim, 2015:27). I understood that verbal and nonverbal communication can be conceived in many ways.

I used CDA, because it is concerned with addressing injustice and taking action to transform an unsatisfactory situation (Tsotetsi, 2013:162). CDA was appropriate for this study to investigate the conceptions of student teachers and schoolteachers as mentors and assessors to WIL to transform the unsatisfactory situation. The assessors, schoolteachers and lecturers assign marks according to their own expectations of how they themselves present lessons. In this study, we used meetings with students to discuss the assessment of WIL; the researcher conceived the data that were generated and determined the relationship between the transcribed text and what the other co-researchers had said during their interactions. Lastly, the researcher explained the relationship between the interaction of the co-researchers and the social context.

CDA was an appropriate tool of analysis, since it considers discourse as a form of social practice and it has the same objectives as PAR; that is, to make connections between ideas, language, power and social relations of those who are involved (Mirzaee & Hamidi, 2012:183; Rashidi & Souzardes, 2010:56). I employed it in the study because Fairclough (2013:3) deemed it to be an appropriate way of data analysis if the aim is to understand meaning and make meaning. I also realised the meaning of assessment and WIL from the co-researchers through the data generated. According to Yu and Hong (2016:151), discourse and textual analysis represent possible and multiple worlds in which various

social practices are in simultaneous operation. Based on this statement, this study used CDA to establish boundaries and unfairs used in language to identify the existing social structure and power relations. CDA, like PAR and TLT, is emancipatory and allows open discussion and debate among co-researchers (Wall, Stahl & Salam, 2015:263).

I analysed generated data at textual, discursive and social practice level. The textual level analysis through CDA assisted other co-researchers and me to analyse the text as spoken words and in written formats, taking into consideration issues of social injustice, and inequality and domination that emerged during our discussions on the issue of the misuse of assessment of WIL by assessors. The goal of analysis at this level was to find ways in which social change could be championed through TLT, and how to eliminate social inequalities that inhibited inclusion. To succeed in the use of text for analysing data, Dube (2016:133) states that it

> requires that structures, strategies or other properties of text, talk, verbal interaction or communicative events play a role in the modes of reproduction of power relations, enactment, representation, legitimation denial, mitigation or concealment of dominance among others.

At this level, I examined the text and tried to determine how it related to social inequality and dominance. I looked at spoken and written words of co-researchers and analysed it. This approach is supported by Rashidi and Souzardel (2010), who explain that CDA is clear when it focuses on the relationships between ways of talking and ways of thinking in written text and spoken words. It was easy to analyse the verbal and written communication in this study, as co-researchers were able to talk. The written words were written comments of co-researchers during lesson observations.

At the discursive level of analysis, we examined the responses of the co-researchers in relation to issues raised during the discussions. At the discursive level, I analysed the power issues and its influences among co-researchers. The responses to issues portrayed the underlying assumptions about the "other"; hence, the analysis at this level sought to unearth the often-tacit conceptions of people as they emanated in discussions, especially when conceptions sought to reproduce social inequality. We were alert to the

possibility that discursive practices might reproduce social inequality (Fairclough & Wodak, 1997:258). We used discursive analysis to discern how the spoken words of the co-researchers sought to construct, maintain and reproduce social inequality in society. It helped us understand that it is natural for people to unknowingly want to maintain the status quo, and even enlarge the scope of dominance. Analysing our data at the social practice level lead us to understand, as a team, that the discussions, opinions, sentiments and assumptions presented by the team reflected the general thinking of the community. Analysing data from this angle helped us to note the perceived thinking of society about WIL and its assessment. This helped us to find ways to address misconceptions by society in relation to the assessment of WIL, and to find ways to address the misconceptions without causing yet more problems.

At the social practice level, I analysed the rights and obligations of the co-researchers in the conversation for social change. Mosia (2016:107) indicates that social analysis examines overall societal structures, for example, social behaviour and arrangements. When analysing data at this level, I looked at the way co-researchers interacted withone another and their behaviour when they discussed issues of change. Analysis at this level was necessary for the study, as PAR methodology and CDA are concerned with issues of power and social change (Alford, 2015:15). Alford (2015) confirms that CDA is also used to identify instances of positive hope, "goings on" or change. I then drew conclusions from the text through the lens of TLT. I had to consider issues of ethics to ensure that the data collected in this study remained confidential, and co-researchers remained anonymous.

The next section discusses the assessment conditions of WIL prior to the intervention of this current study.

4.14 ASSESSMENT CONDITIONS PRIOR TO THE INTERVENTION

Prior to the intervention of this study, student teachers visited schools of their choice to observe teaching by experienced teachers, who mentored the students in relation to teaching during WIL. University lecturers visited student teachers once in class to allocate

numerical marks to students for module grading. Mentor teachers were also assigned the task of assessing the students by allocating scores. The marks allocated to students by the lecturers and mentor teachers were submitted to the University for teaching practice module grading.

The students were not engaged in their assessment; they had to accept the marks allocated to them without question. Some complained about scores allocated by mentor teachers, but there was no platform to raise complaints. Student teachers had learnt theories of teaching during their modules, and they were expected to apply them during teaching practice. They were not encouraged to come up with their own methods of teaching, as they had to focus on the items reflected on the assessment sheet. Student teachers indicated that they prepared only for items reflected on assessment forms in order to obtain high marks. The majority of the students accepted they could not question the assessment results of lecturers and mentors, and that lecturers are knowledgeable.

The inquiry of the study started when student teachers indicated their dissatisfaction with teaching practice module marks for WIL. The MRTEQ prescribes that WIL should be formally structured in an authentic school environment and be formally assessed; it is silent on how assessment should be done (DHET, 2015:10). It is the responsibility of teacher education institutions to decide the type of assessment that should be applied for WIL of student teachers. The students indicated that their mentors were not consistent in assessment; sometimes they did not visit students in class, but just assigned marks. Students are expected to practise what they had learnt at the university without being judged.

The DBE had established Initial Professional Education of Teachers (IPET) in 2007 to transform teacher education for student teachers. The aim was to overcome the challenges posed by teaching experience for new teachers at schools during their first year of teaching professionally. The *Government Gazette* No. 38487 (2015) (Teacher Education Qualification) explains that practical learning by student teachers involves learning from and learning in practice. Learning in practice means teaching in authentic and simulated classroom environments (DHET, 2015:10); this environment is any

environment that stimulates learning by learners being taught, irrespective of the buildings. Therefore, it is the responsibility of every teacher to create a learning environment that is conducive to learning.

The policy documents are silent on how to assess WIL of student teachers in order to prepare them for the profession. The policy only prescribes the period of WIL during the teacher training programme, without indicating the roles of teacher education institutions and mentor teachers in the process. Ngidi and Sibiya (2003:18), Marais and Meier (2004:220) and Perry (2004:2) confirm that teaching practice is a tool for student teachers to gain experience of the actual teaching and learning environment. Teaching practice is the practice of the art of teaching before actually entering the real world of the profession (Makura & Zireva 2013:4). It enriches the experiences of student teachers and matures their epistemological beliefs (Alphan & Erdamar, 2014:131).

The discussion in this section indicated a need to prepare the assessment of WIL using TLT by including the voices of student teachers while student teachers are still studying for the profession.

4.15 ETHICAL CONSIDERATIONS

Ethical considerations are a very important issue in human research that address dependent relationships between participants. These considerations control participation by informing participants about access to research information, and prevent conflict of interest in the decisions about the research (Parsell, Ambler & Jacenyik-Trawoger, 2014:170). I received permission to conduct this research study from the ethics clearance committee of the Faculty of Education at the University of the Free State. I wrote letters to the teachers, student teachers and the teaching practice officer to request their consent to participate in the study. I assured all participants, who later became co-researchers in the study, that they would remain anonymous in the study and that data generated would be kept safely until the end of the study. I assured them that their voices would be heard and their contributions in the study be acknowledged. I explained that the study would be

participatory: everyone involved are affected by the outcomes of the research and can expect a sense of ownership of the final product (Conder *et al.,* 2011:40).

I highlighted ethical issues to them, including confidentiality and preventing identification of co-researchers in data that would emerge in the study. Each co-researcher received details of the study verbally during the preliminary meeting, and they signed consent forms. I asked co-researchers during the meeting if they wished to be included in the study, and I requested them to complete the consent form. Informed consent forms focused on two main areas: Firstly, that all co-researchers received sufficient information about the study (Reid, 2009:32), written in a suitable language and format so that the co-researchers could understand the implications of what they were agreeing to, and secondly, that participation was voluntary and they could withdraw at any time during the study if they wished to do so.

I alerted co-researchers to the fact that their participation would enable them to use their own experiences and knowledge as vehicles for pushing against structures of racial and class oppression and exploitation in teacher training, and become agents in their own biographies (Barker, 2012:167). Their participation would bring new understandings of critical inquiry into teacher training. The team had the opportunity to get to know one another and to explore the PAR method, and they were encouraged to develop collective decision-making. We agreed on the responsibilities of the team and each team member was encouraged to obtain clarity about the research proceedings. We agreed to allow the team to make free and informed choices, including the choice to participate, and to generate personal commitment to the results of the study (Mallick 2007:253). To make co-researchers feel accommodated at the preliminary meeting of the study, we worked to develop a climate that permitted openness to be expressed and trust to be expected. Co-researchers were able to share ownership of project, until we achieved the outcomes by implementing the action for improvement. We selected a scribe to take minutes of our meetings and agreed to use audio recordings throughout the study to eliminate misconceive of text.

4.16 CONCLUSION

This chapter paid attention to the research design and methodology used to prepare the assessment of WIL using TLT by including the voices of student teachers. It described in detail how data were generated, and explained the portfolio of co-researchers of the study. The chapter also reported on the SWOT analysis of the school under study, which was done to identify the strengths, weaknesses, opportunities and threats of the school that might assist or hamper the study. We also considered how to circumvent the threats. CDA was discussed in this chapter to explain how data were analysed. This chapter also explained how ethical issues were addressed by the study.

Chapter 5 involves the presentation, conception and analysis of data relating to preparing for assessment of WIL of university student teachers using TLT.

CHAPTER 5:
PRESENTATION AND ANALYSIS OF DATA

5.1 INTRODUCTION

Chapter 5 focuses on the presentation, conception and analysis of the data generated during the study. Each of the constructs formulated for each secondary research questions was used to make sense of the literature and conceptual frameworks couching the study. This generated data responded to the primary research question of the study, namely how to include the voices of student teachers in the assessment of WIL using TLT. The empirical data were analysed using CDA at textual, discursive and social level, in line with the principles of TLT and PAR. The chapter will end with a brief discussion on what is contained in Chapter 6.The next section shows how data were analysed according to the objectives of the study.

5.2 THE NEED TO INCLUDE THE VOICES OF STUDENT TEACHERS IN WIL ASSESSMENT

This section addressed the first objective of the study. It examined the need to justify the inclusion of the voices of student teachers in the assessment of WIL. Data that point to the challenges relating to assessment of WIL identified by the co-researchers during the discussion meetings and brainstorming sessions were presented and analysed. Data in this section were grouped according to the challenges identified during the meetings (see 4.9).

5.2.1 Favouritism towards students by assessors when assessing WIL

The challenge identified during data generation was assessors' favouritism towards students when assessing WIL. Empirical data revealed that some assessors use favours to rate students for achievements, which confirm literature by Humilton-Ekeke (2016:111) that the interests of assessors influence the allocation of marks to students (see 2.4.1). Assessing by favouring other students over others is a misconception of assessment of

WIL and it promotes student teachers' mistrust of the outcomes assessment of WIL. This way of assessment during WIL indicates poor supervision of students. It is contrary to the MRTEQ policy, which emphasises that the assessment of WIL should be supervised formally (see 2.4.3).

TLT adopted as a framework for the study created a platform for student teachers to be treated as adults in adult education to address the misconceptions of WIL assessment by assessors who practise favouritism (Illeris, 2014:573). University students are adults in education and deserve to be treated as adults without being subjected to abuse. Through TLT and PAR in this study, co-researchers were able to voice their concerns regarding favouritism in the rating of marks for WIL and this meant assessors assessed individual persons rather than performance (Reimann & Sadler, 2017:725). During discussions with co-researchers, Student A and the teaching practice officer noted the following about the favouritism in the assessment of WIL:

> Student A: *"Some students get more marks not because they are good, but because they are favoured by lecturers and or teachers assessing them."*

> Teaching practice officer, responding to the statement by Student A: *"That is not supposed to happen in assessment and I now see it as the reason why you students not want to be placed to schools; you want to choose schools yourselves and you prefer to go to the same school every time, for you to get marks you do not deserve."*

Teacher A responded as follows to the statements by Student A and the teaching practice officer (looking directly at Student A):

> *"That is not happening in this school of ours. It is very wrong if our colleagues use favouritism in assessing student teachers. We are experienced and students are here to learn the art of teaching from us … we are here to assist them to practise so as for them to become better teachers."*

Analysing the above sentiments from participants using textual level analysis shows an indication that some assessors favours some students over the others when assessing WIL. The statement by Student A,

> *"Some students get more marks not because they are good."*

shows inconsistency of assessors in the assessment of WIL. This practice was confirmed by the teaching practice officer, who stated that favours in assessment caused a situation where student teachers themselves wanted to choose the schools where they would do WIL. The statement by the teaching practice officer,

> *"it is the reason why you students do not want to be placed at schools yourselves and you prefer to go to the same school every time",*

shows that there was misuse of assessment, though student teachers did not report it to the teaching practice office. While the comments of the students and TP officer are clear, the findings confirms research by Aspden (2017:30) that argues that student assessment is unfair if it is biased (see 2.4.2). This study also found that there are some assessors who practise favouritism in the assessment of WIL by allocating high marks to students who do not deserve it. That is why some students prefer to do WIL at certain schools in order to be assessed by particular assessors.

The reported misuse of assessment by practising favouritism promotes the apartheid system, by education through parallel "special" and "ordinary" education, which marginalises and excludes learners who are vulnerable. The policy emphasises that schools must eradicate the inequalities of the past by providing learners with appropriate knowledge, skills and values to fulfil their personal potential and aspirations (see 2.4.1). In light of the foregoing discussion, I argue that misuse of assessment does not resonate well in post-colonial South Africa; thus, through the lens of TLT assessment should promote principles such as respect, beneficence and justices, which improve the situation without destabilising it (Ravn, 2015:13).

In summing up the textual analysis, I therefore conclude that some teachers do not follow the assessment scale of WIL correctly, they use their imaginations to allocate marks to student teachers. TLT was employed to address the challenge of inequality that seemed to take place during assessment of WIL, by moving from captive knowledge, to self-transforming through dialogue between teachers and student teachers, in the equal roles comprising mentor mentee relationships (Shan & Butterwick, 2017:5).

The discursive level analysis also exposed assessors who do not follow the assessment scale correctly in the assessment of WIL. The favouritism in the assessment of WIL is a means of social inequality that exist in the school because schoolteachers see themselves as having power over the student teachers. I sensed a contradiction in the statement by Teacher A, who was not aware that he was contradicting himself in his statement that teachers were also against favouritism taking place during assessment:

> *"That is not happening in this school of ours. It is very wrong if our colleagues use favouritism in assessing student teachers."*

This statement, uttered while looking directly at Student A, indicated that Teacher A also knew that there is favouritism by other teachers in the assessment of WIL.

In summing up the challenge of favouritism to other students by assessors when assessing WIL, I discovered that there was a need to prepare WIL assessment using TLT to circumvent favouritism. Hence I came up with the current study to evaluate inclusion of the voices of student teachers in the assessment of WIL. TLT and PAR in this study created a fearless platform for student teachers to raise their concerns, because they were included as partners in education to contribute to the WIL assessment.

5.2.2 Assessment of WIL without purpose

Another challenge discovered with co-researchers was that assessors assessed WIL without clear purpose. Literature (see 2.4.2) indicates that some assessors do not understand why they must assess student teachers for WIL (Reimann & Sadler, 2017:725). The lack of understanding of why to assess WIL by assessors shows that assessors assessed without the purpose of assessment; they were doing it because it was just expected from them. This lack of purpose in the assessment was contrary to the MRTEQ policy, which emphasises the notion of integrated and applied competence as the primary means of assessing whether the requirements of WIL as a learning programme have been complied with (DHET, 2015:8). The TLT framework used in this study supports the MRTEQ policy with its principle of purposeful learning change to improve the human condition by empowering co-researchers (Shan & Butterwick,

2017:6). In this case, TLT seeks to promote the purpose of assessment of WIL for both assessors and student teachers, as co-researchers in the study, through the social orientation of co-researchers, to achieve purposeful learning change in a democratic way.

It became evident from the meetings that some assessors were not aware of the policy of assessment for WIL; they assessed because students gave them assessment forms and indicated to them that it was compulsory for teachers to allocate marks and return the forms to the university after the period of WIL. During a meeting, Teacher B, the teaching practice officer, Student B and Student C made the following comments about purposeful assessment:

> Teacher B: *"What is the purpose of assessing students who are in their third year teaching degree and are specialists in their subject? How came that they are in the third year, if they do not know how to teach? I think they are here at schools to practise what they have learnt from the university."*

The teaching practice officer responded to Teacher B's questions as follows:

> Teaching practice officer: *"The purpose of assessment in WIL is to see if they can apply the methods of teaching their subjects to learners, so that we develop their lack of skills in teaching. It is not only whether students know the subject or not. The other purpose is for teaching practice module, to see whether they meet the requirements as indicated in the policy of minimum requirements for teacher education qualification."*

Student B and Student C also commented after the explanation of the teaching practice officer:

> Student B: *"Many teachers assess us without purpose, they complete the forms without observing us teaching in class."*

> Student C emphasised: *"Lack of purpose in assessment lead them to ask us how much to allocate marks in completing the assessment forms."*

There was a pause in the discussion at this point, indicating that it may be true that teachers did not know why they were supposed to assess student teachers for WIL. I

came to the conclusion that teachers assessed without purpose. At this stage, I made a remark to encourage the discussion:

"Don't you think asking you how many marks to give to you is a purposeful assessment?"

Student B was happy to respond to the phenomenon of allocating high marks.

Student B (excited): *"Yes, Ntate [Sir], only if the assessor argues the high score I suggested, it means there was no purpose of that assessment."*

The analysis at textual level indicates that schoolteachers, who are mentors and assessors, did not have a clear idea of why they needed to do assessment. While the mentors are mentors are tasked to assess WIL, they were never trained in assessment. Mentors lack purpose in doing WIL assessment because of a general, yet misguided assumption that when one qualifies to be a teacher, he or she is able to assess. This lack of purpose by assessors causes some assessors just to complete assessment forms for compliance. Rusznyak and Betram (2013:10) discovered assessment instruments for WIL are standardised for accountability of stakeholders in WIL (see 2.4.1). I find that this lack of purpose in assessment of WIL reflects a traditional way of doing assessment – only grading the course or other measurement of achievement so that assessors could certify whether some level of learning has been achieved (Beck *et al.*, 2013:327). The point raised by Student C,

"They even go to the extent of asking us how much to allocate marks to complete the forms" shows the lack of purpose of assessment by the assessors. This lack of purpose was supported by the question of Teacher B: *"What is the purpose of assessing students who are in their third year teaching degree and are specialists in their subject?"*

The silence of teachers in response to the comment by Student C, that

"They even go to the extent of asking us how much marks to allocate",

meant the purpose of assessment of WIL was undermined, since student teachers were likely to choose fewer challenging tasks to pass, and ignore the real struggles they are likely to encounter in the field after graduation.

In summing up the challenge of lack of purpose in the assessment of WIL, I discovered that there was a need to prepare assessment of WIL using TLT to come up with the best way to do assessment. Hence I came up with the current study to evaluate the inclusion of the voices of student teachers in the assessment of WIL as one of the strategies. TLT and PAR in this study created a fearless platform for assessors in the study to see the need for assessment of WIL, because they were included as partners in education to contribute to the WIL assessment. The next section discusses the third challenge.

5.2.3 WIL increases workload of mentor teachers

The other need for assessment of WIL that emerged from co-researchers was that assessment of student teachers increases the workload of schoolteachers as assessors. The increasing workload of schoolteachers is supported by Clark *et al.* (2016:1057) indicating that effective assessment of WIL demands time and human resources. The literature indicates that assessment demands administration and mentoring, and these tasks add to the workload of teachers at schools, as teachers have other duties too (see 2.4.3). On the other hand, the policy on the workload of teachers, the Personnel Administrative Measures (PAM) policy, states it clearly that the workload of teachers in South Africa includes a contribution to the professional development of colleagues by sharing knowledge, ideas and resources (DBE, 2016:27). Although this policy is silent on the assessment of WIL, I find it makes provision for schoolteachers to assist in WIL as a teacher professional programme. Considering the PAM policy, WIL and the assessment thereof are not an added workload for schoolteachers. Student C, Student D, Teacher B and Teacher C, respectively, made the following comments on the workload:

> Student C: *"The overload of one teacher who was assigned two of us to mentor and assess made him not give me full attention ..."*

> Student D (supporting this claim): *"There was no time to sit down with the teacher to discuss assessment as he was always busy doing other things ..."*

> Teacher B (responding to the comments made by students by saying): *"This is because we are overloaded as teachers in this school to assign each student to one*

mentor. Considering our workload, we would not accept student teachers in this school. We are doing all the best to work with the university to prepare good teachers."

Teacher C (adding to the statement of Teacher A): *"This mentoring and assessment of WIL are added load to our workload as teachers. We sometimes feel not to accommodate student teachers coming to our school because of workload."*

Analysing these statements at the textual analysis level shows that schoolteachers as assessors of WIL see assessment of WIL as an added workload. The added workload leads to schoolteachers who are assessors not to have time with student teachers during WIL, which is not promoted by the MRTEQ policy, because WIL must be supervised formally. For assessors not to have time with student teachers shows that assessment of WIL is not authentic. As Bilgi *et al.* (2017:167) and Clark *et al.* (2016:1057) argue, WIL and its assessment are not specifically accounted for in many academic workload models (see 2.4.3). The statement by Teacher C,

"Considering our workload, we would not accept student teachers in this school",

shows an element of inclusion in the university. The teachers include themselves as part of the university and do not want the university to fail in its duty of preparing students for the teaching profession. TLT and PAR in the study create an environment to engage student teachers in their assessment through the collaboration of stakeholders to overcome the challenge causing the added workload, as seen by teachers. The principles of PAR promote freedom, equity and social justice; everyone should speak freely on an equal basis as co-researchers in the study (McDonald, 2012:39). Hence the current study was developed to evaluate the inclusion of the voices of student teachers in the assessment of WIL to come up with a strategy that will reduce the workload caused by the of assessment of WIL.

Analysing at the discursive level of CDA indicated that adding to the workload of schoolteachers was a challenge for the assessment of WIL of university student teachers:

"On top of our workload, students come and waste another time".

This statement shows the issue of the power of the teacher over the student teachers. The workload of assessment of WIL is not seen as an issue by Mosley Wetzel, Hoffman

and Maloch (2017:4), who argue that guiding and supporting student teachers are the responsibility of teachers at schools, who should provide practical knowledge for teaching – it should not be seen as adding to the workload. The letters to schools from the university, requesting schools to allow student teachers to do their teaching practice indicate that student teachers are supposed to teach under the supervision of subject teachers, as their mentors in WIL, and mentoring should not be seen as added workload, because student teachers do what the teacher would have done. The issue of supervision was included in the letters to schools to prevent teachers from blaming student teachers for not teaching in class. I therefore found from the discursive level analysis that the transformational framework that is presented in Chapter 6 needs to include capacitation of mentor teachers to promote an understanding that mentoring and assessment of WIL do not add to the workload.

The social practice analysis indicated that increased workload was a challenge to assessors. Teachers considered it normal practice to avoid assessing WIL, without raising workload as a challenge. Teachers were hiding their added workload to impress the university. Although the statement by Teacher B,

"We are doing all the best to work with the university to prepare good teachers"

addressed workload, the response indicates the support of the WIL policy of the university and teacher education programme. The statement by Teacher B shows that they are included in the system as teachers working with student teachers during WIL, and that they need to do something to assist teacher education programmes and improve the situation (see 2.5.3). This confirms the literature, namely that the people involved need to do something to bring about change in their community for the better (see 4.5.2).

Considering TLT, and using PAR in the study, provided a platform for empowerment to bring about change, with the understanding that assessment of WIL did not overload teachers. Teachers were able express their views about their overloaded work schedules, and the strategy presented in Chapter 6 addresses the overload issue by engaging teachers, as people affected, in the research study (Dold, 2011:512). One of the principles of TLT is to promote and assist students to take charge of their situation in WIL, because

the context within which WIL operates regards students as equal partners (Murugen, 2008:23). The next sub-section will analyse the fourth challenge of assessment of WIL. I conclude that the strategy discussed in Chapter 6 has been developed to seek to undo the social and academic exclusion of WIL students.

5.2.4 Poor communication between the assessors, the teacher education institution and the students

The fourth challenge identified by co-researchers was poor communication between assessors and student teachers during WIL assessment. Empirical data agree with the literature that inadequate communication influences feedback to students negatively (see 2.4.4). The poor communication leads to institutions of higher education being criticised for providing "half-baked" teachers and this criticism as more severe than almost any other aspect of the students' courses (Bashir *et al.,* 2016). Poor communication in WIL assessment leads to negative results and negative feedback. In a meeting held during the current study, Student A, Lecturer, Teacher B, Teacher A, Student B and Teacher C, respectively, made the following comments about poor communication:

> Student A: *"I have never communicated with my assessors, lecturer or teacher about what to expect for assessment, they just came in class once on the day of assessment, allocated marks and left."*

> Lecturer: *"The purpose of this discussion is to understand how best we can improve on the lack of adequate communication in the assessment of WIL … Let us hope that this will assist to come up with the best way of improving."*

> Teacher B: *"There was lack of adequate communication between us as teachers and the lecturers from the university, it is for the first time to have university lecturers with us here discussing assessment issues. You always dump student teachers here and leave. We do not even see some of you coming for assessment."*

> Teacher A: *"We were communicating with you by indicating when we would come into the class for assessment. Maybe our communication is lacking because you are always with us and we think we are communicating."*

Student B: *"Even if you [lecturers] make appointment for assessment, you do not communicate with us in advance what you will be expecting in class. You come to class, observe the lesson, and assign the marks and leave... No chance of discussing how you arrived on the final mark"*

Teacher C: *"As teachers we do not have time to fully communicate with students as we have other school commitments to attend to during free periods, like doing marking, recording marks, setting exam papers … That is the reason why we lack adequate communications."*

Analysing this from a textual level shows that there was poor communication between the teachers, the lecturers and the student teachers about WIL assessment of student teachers (see 2.5.5). A study conducted in United Kingdom and Australia reported that poor communication, where teacher education institutions fail to provide adequate feedback to students, causing the students to be less satisfied with the assessment and feedback they receive (Boud & Molloy, 2013:698). SACE Professional Teaching Standards and the findings of a comparative national research project on ITE are the benchmark of assessment of WIL in South Africa. Teacher C confirmed that they did not really communicate adequately with student teachers about assessment:

"As teachers we do not have time to fully communicate with students as we have other school commitments to attend to during free periods".

The inadequate communication regarding assessment between teachers and student teachers is brought on by a lack of connection between the school and the university assessment and evaluation policies (Voinea, 2018:18). Teachers consider monitoring systems of WIL assessment to be irrelevant to the teaching business; hence, they fail to communicate adequately on assessment with students. Lack of adequate communication was a concern for the student teachers; they wanted to know why the lecturers and teachers only visited them once to assess (Nguyen, 2015:171):

"You [lecturers] come to class, observe the lesson, and assign the marks and leave".

I found that teachers considered it unnecessary to accompany students to class only for assessment, as they could complete assessment forms as a means of effective

communication. The teachers worked contrary to the possibility of co-teaching with student teachers, until the student teachers become confident enough to handle the lesson alone (Mpofu & Maphalala, 2018:4). I agree with Mpofu and Maphalala that the co-teaching of teachers and student teachers could improve communication. The statement of Teacher A confirms that communication was not adequate between the teachers and student teachers:

"We want you to be free in class while teaching".

Teachers relied more on written communication to respond to the WIL policy of the university, which emphasised written reports on the progress of student teachers. In summing up the analysis conducted on the textual level, I therefore found that communication between stakeholders in WIL is important. The strategy presented in Chapter 6 should strengthen the channels of communication between stakeholders in WIL assessment.

Analysing the statements at a discursive level shows poor communication between assessors and student teachers, which indicated a need to prepare WIL assessment using TLT by including the voices of student teachers, because teachers view assessment as merely the allocation of numerical marks to student teachers (see 2.4.4). Literature confirms that student teachers could fail because of teacher's poor communication (Khan, Khan, Zia-Ui-Islam & Khan, 2017:18). Student teachers need to understand what is expected of them before they are formally assessed, and they need to know where they got wrong:

"Even if you [lecturers] make appointment for assessment, you do not discuss with us in advance what you will be expecting in class … No chance of discussing how you arrived on the final mark".

Lack of discussions between lecturers, student teachers and teachers is against the principles of PAR, as the methodology used in the study, requires engaging student teachers on an equal level with other co-researchers without promoting power relations that could exist among co-researchers (Jacobs, 2016:49).

Analysing from a social practice level shows that the lack of adequate communication is a challenge that causes the exclusion of either teachers, student teachers or lecturers from WIL assessment. The literature emphasises that the receiver of the information should understand and practise communication if communication is to be effective (Iksan *et al.*, 2011:72). The statement by Teacher C,

> *"As teachers we lack adequate communication with students due to other school commitments to attend to during free periods, like doing marking, recording marks, and setting exam papers",*

indicates that the social being of students was excluded during WIL assessment. Teachers did not take assessment seriously, as they prioritised "other school commitments" as more important than the student teachers. PAR made it possible to reveal this matter, as all participants talked without fear of intimidation or power (Zhu, 2019:68). The statement by the teacher that,

> *"It is for the first time to have university lecturers with us here discussing assessment issues … always dump student teachers here",*

indicates that teachers are concerned and wish to know why lecturers do not interact with them as mentors to discuss the progress of students under their supervision. Lack of adequate communication between lecturers and teachers regarding placement of student teachers was evident from reports that student teachers were dropped off at schools by the university, making no further enquiries about their progress. The dropping off of student teachers at schools was contrary to the MRTEQ policy, which indicates that student teachers who are placed at schools should be mentored and should teach under the supervision of experienced teachers (DHET, 2015:23). In summing up, I therefore hope that the strategy in Chapter 6 can assist to improve the communication between stakeholders in assessment of WIL.

5.2.5 Using incomprehensive tools for assessment of WIL

Another challenge of assessment of WIL is using incomprehensive assessment tools for WIL assessment of university student teachers. The study conducted at five South African

teacher education institutions by Rusznyak and Bertram (2015:42) shows that all assessment tools for WIL from five institutions were common in carrying criteria that required of student teachers to devise and teach lessons that move a class of learners through stages of an intentionally structured learning process.

> Without exception, all TP assessment instruments analysed include criteria that relate to students' understanding of the subject/content knowledge; teaching and learning strategies used; learning and teaching support materials; assessment; language and communication; consideration of learner diversity; professionalism and relationship with learners. (Rusznyak & Bertram, 2015:42)

This study by Rusznyak and Bertram (2015) further indicates that there are variables between institutions of what is demanded of student teachers from those commonality assessment tools. I see this variance of assessment tools from one institution to another leading to some tools to be incomprehensive. The incomprehensive assessment tool is seen by Avalos (2011:15), who confirms that tools used to assess students may fail to address the credibility if used by inexperience assessors (see 2.6.2). The MRTEQ policy (DHET, 2015) is also silent on how to develop assessment tools (see 2.4.5). It is up to the teacher education institutions to develop its own assessment tool for WIL and get approval from the CHE. The issue pf incomprehensive tools for WIL assessment arose during the meetings of co-researchers. Student D, Student E and Teacher C made the following comments about lack of comprehensive tools for assessment of WIL:

> Student D: *"The assessment tool used is lacking, it only caters the needs of assessors."*

> Student E: *"There is no provision for us as students to reflect on whether we accept the assessment results or not on the assessment form. We just have to accept the results provided."*

> Teacher C responded looking at the student: *"I agree with student teachers that the assessment forms used are not comprehensive. As teachers at school, we did not develop the assessment tool ourselves."*

Analysing at a textual level shows that the assessment tools that were used did not cover matters required by student teachers. Boud and Falchikov (2006:405) criticise assessment tools, by saying some tools place students in the position of "always attending to the unfairs of others" and preventing students from having the "opportunity to see how the process of assessment actually works". The statement of the student,

"There is no provision for us as students to reflect",

indicates that the tools that were used involved unfairs by assessors. It was indicated in Section (2.4.5) that grading tool deficiencies represent major challenges to both the assessor and the students. A statement by Teacher C,

"We are using the inadequate assessment tools provided by the university",

indicates that the teacher was aware that there were some shortcomings in the assessment tools; teachers were using the tools merely for compliance purposes. I therefore conclude that the assessment tools used for WIL need to be revisited and reviewed, so that the tools cater for the needs of both assessors and student teachers. The inadequacy of assessment tools was due to a lack of provision for opportunity for reflection by student teachers on their progress in learning to teach. The marks allocated to students were not fair to students, due to the assessment tools being inadequate. Students had to accept the scores given by the assessors without being involved. I conclude that it is critical that the three stakeholders of WIL, namely students, teachers and lecturers, come up with ways to improve the assessment tools for assessment of WIL.

Analysing from the discursive level of CDA, I found that there was a lack of comprehensive tools for assessing WIL of university student teachers. The assessment tools that were used promoted power imbalances between the teachers, as assessors, the lecturers from the university, and student teachers (see 2.8.4). It was made clear during discussions that the assessment tools were developed by the university without involving teachers, and imposed on teachers to complete. The statements by Student D,

"The assessment tool used is lacking, it only caters the needs of assessors",

and Teacher C:

> *"We [teachers] did not develop the tool ourselves",*

prove that neither students nor teachers took part in the development of the assessment tool. This is contrary to the tenets of the TLT framework, which seeks to develop sustainable assessment skills by enabling student teachers to assess their performance and to continue learning throughout life (Fastre *et al.*, 2013:615). The vision of TLT to develop sustainable assessment skills could be achieved if the strategy that is proposed in Chapter 6 involved everyone in the assessment of WIL, particularly in the development of tools for assessment. In summing up, I note from the discursive level analysis that the lack of comprehensive tools to assess WIL promoted social imbalances between stakeholders. TLT seeks to address this challenge by creating assessment tools for the WIL programme that engage teachers and student teachers in the assessment.

Analysing from a social practice level indicated the exclusion of teachers from the development of assessment tools. This exclusion is clear from the statement of Teacher C:

> *"We are using the assessment tool provided by the university".*

The statement indicates that the university did not engage with teachers in developing the assessment tools. Teachers were aware that they were excluded, but were quiet, because they felt powerless in relation to the system. This exclusion deprived the teachers of their duties, which is contrary to the South African National Policy Framework for Teacher Education and Development that requires that teachers be properly equipped to undertake their essential and demanding task, and that they should be included in the development of assessment tools for WIL (DBE, 2007:9). The issue of exclusion was also clear from the statement by Student D:

> *"The assessment tool used is lacking, it only caters the needs of assessors",*

indicating that students were also excluded from the development of assessment tools for WIL. I found from my analysis on the social practice level that the TLT framework used in the study could engage all the people affected by WIL assessment in the development

of assessment tools. The next section discussed solutions for the challenges identified in Section 5.2.

5.3 SOLUTIONS TO THE CHALLENGES RELATED TO WIL ASSESSMENT

This section addresses the second objective of the study, namely, alternative approaches to assessment of WIL using TLT by including the voices of university student teachers. It discussed the solutions proposed by co-researchers for solving problems raised in relation to WIL assessment of university student teachers, using TLT.

5.3.1 Collaborative assessment of WIL

One of the solutions that emerged from the empirical data was collaborative WIL assessment. Student teachers worked in collaboration with teachers and a lecturer to assess WIL until they reached consensus on the outcomes (see 2.5.3). Reaching consensus in the assessment of WIL is in line with what the literature suggests about collaboration is liable agents of assessment by considering assessing students continuously, and tracing improvement in learning (Florez & Sammons, 2013:3). Student F, Student E, Student G and the teaching practice officer made the following comments in the meeting about collaborative assessment:

> Student F: *"We were happy to collaborate with teachers and our lecturers as assessors in the WIL programme. We were able to come to the consensus in our discussions because we were sitting together."*

> Student E supported this by suggesting: "*Our collaboration made assessment to be considerate; assessment was not unfairal. Taking advices of the assessors during continuous assessment made me to realise my mistakes before formal assessment."*

> Student G: *"We got full support from teachers; teachers were no longer coming to class for assessment only."*

> The teaching practice officer commented*: "It was good that, through collaboration in the assessment of WIL, you [students] were able to understand how assessment is*

done. Student teachers were able to discover that it was not easy to assess, as they would like to have more marks without working hard."

Analysing at a textual level indicates that there was collaboration by the three groups of stakeholders involved in the study – teachers, student teachers and the lecturer – to do WIL assessment. Collaboration in the study created a platform for the student teachers to realise that assessment was a proper way for them to learn effectively (see 2.7.3). In line with Qinyang (2013:81), student teachers were assessed by mentor teachers before final assessment, to monitor progress, so that students could improve on their learning to teach and reduce the burden of extra work on teachers. The statement by the teaching practice officer supported the study by Qinyang (2013:81),

"It was good that through collaboration in the assessment of WIL, you [students] were able to understand how assessment is done"

shows that the teaching practice officer experienced difficulties in the assessment of student teachers before collaboration, but through collaboration relieved the burden. Consideration of collaboration supported the WIL policy of the university about the way teachers should mentor student teachers.

Analysing on the discursive level of CDA shows that there was collaboration by stakeholders in the study. Student teachers presented their text in a polite manner to address injustice and take action to transform the unsatisfactory situation (Tsotetsi, 2013:162). The meaning of the statement of Student F is that students would not to accept the assessment results unless there was collaboration, stated politely during discussion meeting as,

"We were able to come to the consensus in our discussions because collaboration".

Student E was polite in stating that advice received during collaboration was empowering, and she acknowledged it,

"Taking advises of the assessors during continuous assessment made me to realise my mistakes before formal assessment".

Analysing on the social practice level of CDA indicates inclusion of co-researchers in the system. The statement of Student F,

> *"We were happy to collaborate with teachers and our lecturers as assessors in the WIL programme",*

indicates that both assessors and student teachers were included and the contribution of each was acknowledged. The "caring relationship" prompts a dialogue about collaborative practices, especially if there is a sense of marginalisation (Interprofessional Education Collaboration, 2016:7).

In summarising the analysis of collaboration, I found that collaboration in the assessment of WIL was in line with the TLT framework for constructing knowledge through social dialogue, as opposed to students receiving knowledge from teachers (see 3.2.3). PAR methodology also emphasises collective participation on issues of social change. I therefore, conclude that the strategy proposed in Chapter 6 promotes collaboration of assessment of WIL. PAR methodology provided a way for co-researchers, including student teachers, to take part in the process of generating knowledge and advocating positive social change.

5.3.2 Setting a clear purpose for WIL assessment

The second solution discovered from empirical data was that assessors should have a clear purpose when assessing WIL. One of the purposes of assessment of WIL is to allow students to be who they are, and to involve them actively in assessing their actions (see 2.5.2). The purpose of assessment should be to assess student teachers and determine whether they develop a positive attitude towards teaching as a career during WIL (Junqueira & Matoti, 2013:29). This purpose of assessment is clearly in line with the MRTEQ policy, which explains the primary purpose of all Initial Teacher Education (ITE) qualifications, as certifying that student teachers are assessed in their specific phase and/or subject (DHET, 2017:18). The MRTEQ policy states that assessors should know and understand why they are assessing students for WIL. Teacher H, Teacher A and Teacher C commented as follows about the purpose of assessing WIL:

Teacher H (asking the question): *"Assessment became clear in the first assessment that student teachers needed some development in their practice to teach. I discovered that even though many of student teachers know the content, they were not ready enough to present the lessons to learners."*

Teacher A added: *"I started by clarifying the purpose of assessment to student teachers before assessment to them. I did this to prepare them in advance that assessment is not about judging, is about identifying the progress and determine areas of development."*

Teacher C: *"Clarifying the purpose of assessment of WIL made it to be easy for us [teacher and students] to come to the consensus during discussion."*

Analysing the textual level of CDA indicates that there was now clear purpose of WIL assessment of university student teachers (see 3.8.1).The purpose of WIL assessment came clear to address the students' cognitions, emotions, dilemmas, doubts and fears about their teaching practices, as well as their drives, beliefs and expectations about the teaching profession (Caires *et al.*, 2012:166). This allowed student teachers to gain teaching experience before starting their teaching careers by doing teaching practice at schools (Sirmaci, 2010:649). Therefore, the literature indicates that WIL assessment should focus more on the teaching practice than on the career. The statements by Teacher H,

"I started by clarifying the purpose of assessment to student teachers before assessment to them. I did this to prepare them in advance that assessment is not about judging, is about identifying the progress and determine areas of development",

and Teacher A,

"Assessment became clear in the first assessment that student teachers needed some development in their practice to teach …"

shows that schoolteachers have discovered the purpose in doing WIL assessment of university student teachers. The statement by Teacher C:

"the purpose of assessment of WIL made it to be easy for us [teacher and students] to come to the concession during discussion",

supports this notion. The statements also show that teachers agree that assessment with purpose produces good results, as it helps students to understand why they are assessed. These statements are in line with the principles of TLT that support purposeful learning change by enforcing democracy through social orientation to improve the human condition (Shan & Butterwick, 2017:6).

Analysing the data from a discursive level indicates that having a clear purpose for WIL assessment is important in the WIL programme, as it could reduce social inequalities among co-researchers (see 4.14). Assessors should assess WIL with a clear purpose in mind, and avoid unfairal assessment (see 3.8.1). The statement of Teacher A,

> "I did this to prepare them in advance that assessment is not about judging, is about identifying the progress and determine areas of development",

supports the understanding and implementation of the purpose of assessment of WIL by teachers. The purpose of assessment is supported by the literature, which explains that student teachers join new communities of practice (Mayhew *et al*., 2016:677). The expectations of students were to practise what they learnt at university without being judged. The DBE established the Initial Professional Education of Teachers (IPET) in 2007 with the purpose of enabling students to practise what they have learnt without being judged (DBE, 2007:14). TLT is grounded in effective unfair of individuals during learning, and how individual learning isolates them from untested ways of thinking, to avoid unfairs to halt their self-development (Akçay, 2012:40). In summing up the discursive level of analysis, I conclude that WIL assessment should not be unfairal of students; the strategy that is suggested in Chapter 6 should address this challenge.

Analysing on a social practice level, I discovered that all the co-researchers were included in the assessment of WIL. Teacher A found himself included in the assessment system, and he said,

> "I started by clarifying the purpose of assessment to student teachers before assessment to them".

The teacher found himself included in the system when he discovered for himself the clear purpose of assessing WIL, and he concluded that assessment was important. In

contrast, Teacher C reported that he was excluded from the assessment system of WIL; he avoided correcting student teachers, as he did not consider it his responsibility. His statement,

> *"Clarifying the purpose of assessment of WIL made it to be easy for us [teacher and students] to come to the consensus during discussion",*

indicates that there was a possibility that he could fail to do assessment, and was assisted by mentioning its purpose to students. The statement shows that the teacher was avoiding blame by students for assessing them. Therefore, the TLT framework and PAR methodology promoted the nature of the relationships between co-researchers as people, and their relationship with society (see 3.3.3).

5.3.3 Acknowledgement of new teaching methods applied by student teachers

Another solution to assessment of WIL was acknowledging new teaching methods applied by student teachers during WIL. Assessors were able to allow student teachers to practise the different teaching methods they had learnt at university (see 2.5.3). Allowing the implementation of new teaching methods by student teachers confirms that the practice environment was accommodative to both students and teachers, because students succeed to a greater degree when their learning styles and environment are consistent (Singh *et al.*, 2012:198). This claim is supported by the TLT framework used in the study, which advocates social and emancipatory assessment of co-researchers in the study (see 3.2.3). The TLT and PAR promote tolerance in society by eliminating marginalisation and segregation of the assessors, and acknowledging the new teaching methods of the student teachers. Student E, Student A, Student C and Teacher I commented as follows on the teaching methods:

> Student E (who was quiet for some time before commenting): *"My assessor allowed me to practise learner-centred method in teaching learners. I put learners into the centre of my teaching, allowed the learners to discover things by themselves."*

> Student A added: *"Using the new teaching method prior to formal assessment made me understand in advance that the teacher and the assessor would be assessing the*

same teaching methods. Initially I was not sure whether to use traditional methods of teaching for the teacher and new teaching method for the lecturer."

Student C: *"I was thinking the teacher would be angry with me if I do not use his method of teaching, but I became happy during discussion that he acknowledged my teaching method."*

Teacher I: *"Initially I was concerned with your teaching methods; I was seeing you allowing learners to play in the class. Nevertheless, the results proved me wrong. Is just that we [teachers] are old to play with these learners."*

Analysis of these statements on a textual level shows that the teaching methods the student teachers used were acceptable, and the teachers acknowledged them during the the assessment of WIL. The comment made by Teacher I,

"Initially I was concerned with your teaching methods; I was seeing you allowing learners to play in the class. Nevertheless, the results proved me wrong",

shows that the teacher discovered that student teachers implemented relevant teaching methods in teaching learners. The teacher acknowledged that he also learnt new ways of presenting a lesson from the student teachers, as the learner-centred method guided the learners in activity-based learning (Roussou, 2004:3). Acknowledging the teaching methods of the student teachers prevented hesitations by students while they practised teaching. Student A mentioned that she was not sure whether to use the traditional teaching method used by the teacher, or to implement the new method learnt at university:

"Using the new teaching method prior to formal assessment made me understand in advance that the teacher and the assessor would be assessing the same teaching methods."

Teachers mostly relied on the telling method in their teaching, which did not accommodate critical reflection by learners, contrary to the principle of the TLT framework that is aimed at allowing student teachers to study on their own, critically evaluate own experiences and conceive these experiences (Çimen & Yilmaz, 2014). In contrast to experienced teachers, the student teachers used learner-centred methods in their practice of teaching. In summing up the textual analysis, I discovered that teachers, as

assessors of WIL, were impressed by the way student teachers conducted lessons through engaging learners in class.

Analysing from the social practice level of CDA indicates inclusion of student teachers in the assessment of WIL. It shows that teachers acknowledged that student teachers were able to involve learners in their teaching:

> *"Is just that we [teachers] are old to play with these learners".*

The statement of Teacher I indicates acknowledgement that student teachers presented lessons in a way that was different from the way the experienced teacher would have done it. It also shows that Teacher D was prepared to adopt the teaching method of the student teacher he observed, but that he was reluctant. I discovered from the social practice level analysis that Teacher D was reluctant to change for the better, even after discovering the need for change:

> *"Is just that we [teachers] are old to play with these learners".*

5.3.4 Integration of assessment policies and assessment tools

The fourth solution discovered with co-researchers' data was that assessment policies and tools of WIL should be applied properly (see 2.5.4). In Australia, the TEQSA introduced a set standard for assessment for WIL programmes to regulate the development of every programme offered at universities (Grainger & Weir, 2016:74). The TEQSA in Australia and the MRTEQ in South Africa indicate that the practice of WIL should be assessed formally, but neither policy indicates how WIL should be assessed (DHET, 2015:13). Each teacher education institution develops its own ways and tools to assess WIL to conform to the policy. The empirical data indicate that proper tools and policies for assessment improved the professional development of student teachers (see Appendices A, B & C). During a meeting, Student A, Student B and Teacher D made the following comments about the assessment tools and policies:

> Student A: *"Using assessment tools that allowed us to reflect on our progress was encouraging because I could indicate why I could not achieve the particular outcomes on the assessment form."*

Student B: *"I could understand from the assessment tool why teachers were not able to allocate high marks to students. The assessment tool was clear on how to achieve in specific points."*

Teacher D (adding to what Student B mentioned): *"It is good to hear from you students that you discovered by yourselves that it is not easy to assess performance. The assessment tool that was used made you feel the assessment process and comment on it."*

The textual level of analysis shows that the assessment tool that was used was good and relevant to the WIL programme (see 2.4.5). Flores *et al.* (2015:1525) confirm that the goal of higher education is no longer only that students acquire scientific knowledge, but includes that they develop soft skills so that they can be successful in their future profession. The assessment tool used for WIL developed student teachers by providing them with the assessment skills to become successful in their future profession as teachers. The statement by Student A,

"Using assessment tools that allowed us to reflect on our progress was encouraging because I could indicate why I could not achieve the particular outcomes on the assessment form",

indicates that student teachers were using the assessment tool to reflect on their learning to teach. The statement by Student B,

"I could understand from the assessment tool why teachers were not able to allocate high marks to students",

confirms this conclusion. The students were happy to use tools that allowed them to reflect on their learning progress.

The discursive level analysis shows that correct integration of assessment policies and assessment tools allowed sharing the powers between the student teachers and assessors. None of the stakeholders was seen to have power over the other. The statement by Student B,

"I could understand from the assessment tool why teachers were not able to allocate high marks to students. The assessment tool was clear on how to achieve in specific points",

indicates that teachers had experienced assessment as a challenge before the intervention of the study; now, the responsibility was shared with student teachers. The assessment tools they used were part of teaching, and helped students to grasp particular aspects of subject matter or approaches to learning (Beck *et al.*, 2013:327). The study attempted to avoid discrimination and oppression, to achieve social justice through TLT, as a transformative paradigm (Mertens, 2005:22).

The social practice level analysis indicates that the assessment tools that were used included student teachers, as student teachers were able to reflect on their progress on learning to teach (see 3.2.3). Including student teachers was influenced by TLT, as individuals take action against oppression of reality, by learning to perceive the social, political, and economic contradictions of reality critically (Brown, 2013:144). This social level of analysis indicates that it was expected that lecturers would be more knowledgeable than teachers and students, as Student A said,

"The assessment tool made me understand why teachers were not able to allocate high marks to us [students]".

Teachers regard themselves as lacking knowledge for assessing student teachers, whereas the university relies on their teaching experience. Teachers claim assessment is the responsibility of the university. The next section discusses providing feedback as a solution for the challenges relating to assessment of WIL of student teachers.

5.3.5 Provision of continuous feedback on assessment

This section discussed the provision of continuous feedback as another solution to the assessment of WIL of student teachers. Continuous feedback to student teachers leads student teachers to reflect and improve their learning to teach (see 2.5.5). Literature confirms that feedback is valuable to students, as it can prompt reflection, and improve their learning (Ion & Stingu, 2014:245). This claim is confirmed by empirical data, which

indicate that it was important for students to get prompt feedback and to avoid unfairs during WIL. Student C, Student D, Student A and the teaching practice officer commented as follows about feedback:

> Student C: *"The feedback I got from this team [co-researchers] after I presented the lesson made me understand my mistakes in classroom teaching. I was able to address them in the next class and I saw it improved from previous lesson."*

> Student D: *"At first we were only preparing for the day of assessment, knowing that it was done, the continuous feedback received from the team boosted the morale in teaching. I always see for more improvement in teaching."*

> Student A added: *"That is why we were not free if the assessor were delaying to come and assess. It was deceiving to obtain high marks for one day and continue teaching without having feedback."*

> Teaching practice officer: *"Feedback is important, as an assessor you can have your own notes to give to students for feedback; the form does not limit anything."*

Analysis at a textual level shows that it was important for assessors to provide continuous feedback to students during WIL assessment (see 2.5.1). Provision of continuous feedback is in line with literature, indicating that assessment is implemented properly if it continuously determines the complex degree of knowledge of students, how aspects of the curriculum are understood, and how students demonstrate that understanding (Restrepo, 2013:167). Providing continuous feedback led students to continuously determine their degree of knowledge about teaching. Student teachers were happy to receive continuous feedback from the assessors:

> *"The feedback I got from this team [co-researchers] after I presented the lesson made me understand my mistakes in classroom teaching".*

The statement indicates that continuous assessment caused changes to learning if student teachers were able to understand their mistakes in time to rectify them. Formative feedback ensured that student teachers were appropriately prepared for their final assessment (Naylor, Bark, Asmar & Watty, 2014:3). The feedback provided to student

teachers caused them to accept the assessment results, unlike before, when they were preparing themselves for assessment that would take place on a single day.

Social practice level analysis shows that providing continuous feedback included all stakeholders involved in the system. It became evident that it was not the norm for assessors to give feedback after assessment, and assessors and students had never mentioned the issue, as Student A said:

> *"It was deceiving to obtain high marks for one day and continue teaching without having feedback".*

The intervention of the study changed the tendency of assessors, so that they started providing feedback on any marks they gave, and discussed it with the student teachers, to prepare them to improve their performance in summative assessment (Zheng *et al.*, 2018:501). I conclude this section by indicating that the provision of continuous feedback to students is very important, so that they can rectify their mistakes as soon as possible.

5.4   THREATS FACING WIL ASSESSMENT

This section discusses the fourth objective of the study; that is, to identify possible threats to WIL assessment of university student teachers using TLT. It shows the threats experienced in the study in relation to WIL assessment of university student teachers. Data were provided by the co-researchers during the discussion meetings and brainstorming sessions.

5.4.1   Conflicting relationship between the assessors and the student teachers

One of the treats to the assessment of WIL of student teachers that emerged at the meetings was conflicting interests of assessors and student teachers. Conflicting relationships between the assessors and the student teachers are in line with literature that in most cases of assessment, group discussions assist to address conflicting ideas between assessors and students (Liu *et al.*, 2017:401). It was discovered from empirical data that the conflict between assessors and student teachers was caused by some students who were given high marks, even though they had not fully completed the WIL

programme; they were only at school on assessment days. During the discussion, Teacher B, Teacher C, Student E, and the teaching practice officer commented as follows about the conflicting relationship between the assessors and student teachers:

> Teacher B: *"The conflict between us as assessors and student teachers is when student teachers do not want to accept the scores we provide, they demand high marks."*

> Teacher C: *"You find that student teachers are not even properly prepared for that lesson, but complain about low marks. There is no conflict if you agree to give them high marks. We end up not knowing what to do as teachers?"*

> Student E: *"Is not only that, Sir. What causes the conflict is a disagreement with the teacher with marks allocated without even being mentored. Should I accept the marks as they are just because the teacher would be angry with me?"*

> Teaching practice officer: *"The conflict that exists between student teachers and assessors need to be reported and be addressed at an early stage. Everybody in WIL should be included to resolve the conflict of assessment results."*

Analysing from the textual level shows that the conflict of interest between the assessors and student teachers was a threat (see 2.7.1); co-researchers had to come up with a suitable way to resolve the conflict. This conflict supported literature that any disagreement between the assessor and students about marks could affect the way assessment is conducted, because student teachers thought assessors would be biased in assessment (Mannathoko, 2013:115). The statement by Teacher B,

> *"The student teachers do not want to accept the scores we provide, they demand high marks",*

shows that the teacher was aware of student teachers who do not want to accept the marks awarded, but he had not, up to that point, said anything about it. The teacher had accepted it as a norm that student teachers complained about their marks during WIL assessment. Working with the principles of PAR that deal with relationships between co-researchers created a platform for resolving the conflict that was envisaged,

dealing with relationships; understanding human behaviour; facilitating the reduction of social barriers to working together; building capacity for people to deal with complex, dynamic and often conflicting group or community processes (Kindon & Elwood, 2009:24).

The discursive level analysis shows that the conflict caused by disagreement about marks, between assessors and student teachers hindered the successful achievement of outcomes (Khan, Hussainy & Iqbal, 2016:157). Teachers did assessment and expected that student teachers would complain about low marks awarded to them, even when the students deserved low marks. The statement of Teacher C confirms the conflict between assessors and student teachers during assessment:

"You find that student teachers are not even properly prepared for that lesson, but complain about low marks. There is no conflict if you agree to give them high marks. We end up not knowing what to do as teachers?"

The teacher continued and reported how they, as teachers, had accepted that student teachers would always complain. Proper systems on the conflict caused by WIL assessment were not followed. The teaching practice officer emphasised the reporting system for conflict between assessors and student teachers:

"The conflict that exist between student teachers and assessors need to be reported and be addressed at an early stage. The parties must resolve their conflicts before assessment".

To circumvent this threat in the study, we agreed in the meeting that the teacher and the student teacher would plan lessons together, even if the lesson were presented by a student teacher.

The teaching practice officer became aware that excluding student teachers in awarding the assessment results was the cause of the conflict. However, the social practice level of CDA shows that the exclusion of assessors and student teachers in the planning phase of WIL assessment was not supposed to be avoided, since of the conflict could sometimes be constructive (Omisore & Abiodun, 2014:110). The statement of Teacher B reports exclusion of teachers from the system, as teachers were not informed how to deal with the conflict:

"The conflict between us as assessors and student teachers is when student teachers do not want to accept the scores we provide, they demand high marks".

Teachers did not know how to deal with the conflict between themselves as assessors and student teachers, and they were able to do assessment. Teachers considered themselves as not being responsible for resolving conflict between themselves and student teachers at schools for WIL. Teachers claimed that the university should take the responsibility for dealing with conflict issues.

5.4.2 Workload of teachers as threat to WIL assessment

The second threat identified during the meetings was the increase in workload of teachers due to WIL assessment, which caused teachers as assessors to be more generous in awarding marks to student teachers (Kembo, 2017:119). Their generosity in WIL assessment was influenced by pleading to student teachers to offload them in class teaching, so teachers had to be more empathic to student teachers (see 2.7.3). While schoolteachers have their own prescribed workload at school, they find themselves having to supervise and assess student teachers during the WIL programme as expected by the DHET's MRTEQ policy. Literature indicates that at remote schools, where the workload of teachers is high, teachers allocate high scores to student teachers, because student teachers relieve teachers during WIL (Kizilaslan, 2012:244). Teacher A, Teacher B, the teaching practice officer, the lecturer and Teacher C made the following comments about the workload of teachers at schools and how it related to assessment of student teachers:

Teacher A: *"The University is sending students to us for mentoring and doing assessment and we have our own workload of teaching learners, assessing them and doing the filing. We assess student teachers for the sake of their qualifications."*

Teacher B: *"That is true … then comes the subject advisors who also increase the workload to see how we are teaching learners. This is becoming too much for us."*

Teaching practice officer: *"How if you integrate the whole system without separating them … We have suggested in the letter to the principal that student must teach under*

supervision of experienced teachers. I see it that you can do other tasks while observing the student in class."

Lecturer: *"Students can also assist in doing the tasks related to the subject after the class, I also see students assisting to make your daily job easier."*

Teacher C: *"If maybe there could be a stipend to students, they will be fully involved. Now that they do not get anything, they are reluctant to assist."*

Analysing the statements from the textual level of CDA shows that assessment of student teachers for WIL increases the workload of teachers, as the teachers are not remunerated for mentoring and assessing student teachers (Robinson, 2016:13). The statement of Teacher B shows that the workload of teachers was a factor in the WIL assessment of university student teachers:

"That is true … then comes the subject advisors who also increase the workload to see how we are teaching learners. This is becoming too much for us".

The statement of Teacher B shows that WIL assessment becomes a burden, as it increases teachers' workload, and the university and the subject advisors contribute further and exert more pressure. The teacher believes his job is only to teach learners.

Analysing from the discursive level of CDA shows that the teachers were not prepared to assess students, because they felt it increased their workload. Instead, they assessed student teachers to comply with the university requirements for student teachers to obtain qualifications (ESRB, 2016:5). The statement of Teacher A,

"We assess student teachers for the sake of their qualifications",

confirms this. Assessment to comply with the requirements compromises the quality of assessment, as the teacher was just doing assessment to give marks to student teachers, even if student teachers do not deserve the marks. Teachers assessed WIL so that student teachers could obtain teaching qualifications, not to see the learning progress of student teachers, but to balance the workload.

Although workload was one of the major threats to the assessment of WIL of student teachers, we were able to avoid this threat in this study. To reduce the workload, we, the

co-researchers, prioritised activities to empower everyone involved to make thoughtful choices, for everyone to think about what they want most from the lessons, before going to class (Gallagher & Hodges, 2010:15). The co-researchers prepared the lessons together, following the pacesetter of the department. The subject teacher was the facilitator of the co-researcher who would be presenting on the day, while others were observers. Thus, from the extract of Teacher A, it became clear that co-researchers dictated the process by deciding what would be taught and who would teach on a particular day. As co-researchers, we planned collaboratively in a professional dialogue to reduce the teachers' workload in the research project (Gu, Heesom, Williamson & Crowther, 2018:14). In so doing, the co-researchers did not struggle with a heavy workload and the research project did not cause teachers' workload to become burden, but actually helped them to reduce their workload.

5.4.3 Limited timeframe of the WIL programme

The third threat to the assessment of WIL was the timeframe of the programme. It was discovered that three months of WIL was not enough for students to practise and be assessed to trace their progress (see 2.7.3). This finding is confirmed by the literature, which states that placement, supervision and mentoring of student teachers in the programme exert pressure on the hosting schools (Kizilaslan, 2012:244). All these activities demand time from the practice schools and teachers, and they are not once-off activities. Student F, Student E, Teacher A, Teacher C and Teacher B made the following comments about the timeframe of the WIL programme:

> Student F: *"The timeframe of WIL programme is short to know the learners I taught and to know the teachers in the school. As a teacher, I must know all my learners in class."*

> Student E responded quickly: *"The short timeframe of WIL programme to be assessed before one can adjust to teaching, especially to be observed by experienced teachers."*

> Teacher A: *"I agree with the student teachers. The timeframe for WIL is short to see the outcomes of your teaching. You are leaving before learners write exams."*

> *Teacher C: "All student teachers coming for practical tell the same thing that the time have done enough with the short time of WIL. They would tell how well they have prepared learners for the exam or test, only to find that learners fail the test afterwards."*

> Teacher B: *"With this short timeframe of WIL, learners will also tell us that they were not taught anything on the topic. They just give you a good impression while you are still here."*

Analysing from the textual level of CDA shows that the short timeframe of WIL was a threat to the WIL assessment of student teachers, because of evaluation anxiety (Kyriacou & Stephens, 1999:18). The statement of Student E indicates that the student experienced evaluation anxiety related to being observed by experienced teachers:

> *"The short timeframe of WIL programme to be assessed before one can adjust to teaching, especially to be observed by experienced teachers".*

Teacher A supported the statement of Student E that the timeframe of WIL is too short, because student teachers were assessed before seeing the outcomes of their teaching:

> *"The WIL programme is short to see the outcomes of your teaching. You are leaving before learners write exams".*

In summing up the textual analysis, I therefore came to the conclusion that the short timeframe of the WIL programme posed a threat to WIL assessment, both for the teachers to assess, and for student teachers to adapt to teaching.

Analysing from a discursive level shows that the timeframe of WIL was too short to get to know the teachers at the school, and the learners they taught during WIL (Kyriacou & Stephens, 1999:19). The statement of Student F shows that knowing people in the workplace is part of inclusion in the system:

> *"The timeframe of WIL programme is short to know the learners I taught and to know the teachers in the school. As a teacher, I must know all my learners in class".*

The co-researchers were able to raise their concerns about the timeframe of WIL because of PAR, which was used in the study as a method of data generation. PAR created a platform for them to identify issues of concern in their environment (see Section 5.5.4).

To circumvent the threat of the timeframe of WIL, the study took advantage of the WIL programme at schools, which took place twice a year. The second cycle of the programme was used to test the results of the intervention.

The social practice analysis shows that the short timeframe of WIL excluded student teachers from the system, as they had to teach and be assessed without knowing the teachers and learners in the school (Kyriacou & Stephens, 1999:19). Teacher B did not believe the statements of student teachers, who indicated that the timeframe of WIL is a threat, and indicated that all the student teachers reporting for WIL view the short timeframe of WIL as a threat:

> *"Learners will also tell us that they were not taught anything on the topic. They just give you a good impression while you are still here".*

According to Teacher B, student teachers make excuses about the timeframe of WIL.

5.4.4 Inadequate support from practising schools

Inadequate support from practising schools was another threat that we discovered affected the IL assessment of student teachers. This confirms literature by Koross (2016:80) that this inadequate support by practising schools may affect the performance of student teachers if it is not addressed in time (see 2.7.4). Hence I came up with this study to evaluate the inclusion of the voices of student teachers in the WIL assessment, in order for their voices to contribute to the assessment. Although the school under study was hosting students for WIL, it appeared from empirical data that students did not receive full support from the teachers who were supposed to act as their mentors. Teacher B, the lecturer and Student E made the following comments about inadequate support from the school under study.

> Teacher B declared proudly: *"I was giving support to student teachers like I support my colleagues as part of my workload. I have been producing 100% pass rate for the pass three year and I also want to see student teachers doing the same when they are qualified."*

Lecturer: *"That is good of you; we want teachers like you, who always want to maintain the good standard of teaching and learning. It is required of you to take the student teachers along as a support to them to see and practise your teaching method."*

Teacher B (interrupting before the lecturer could finish): *"No! No! No! Giving full support to student teachers will lower my Grade 12 results. Even my Grade 12 learners know that I am not disturbed if I am in their class."*

Student E: *"I was sometimes bored because I was not fully supported by my mentor, especially on Tuesdays when I was not having a class."*

Analysing from textual level of CDA shows that little support from practising schools was another threat to the WIL assessment of university student teachers (see 2.7.4). Teacher B was fully aware that teachers were supposed to support student teachers, but could not do as required because he taught other classes in Grade 12,

"The support I gave to student teachers was not enough because I have two other classes in Grade 12".

The discursive level analysis exposed power imbalances between stakeholders in WIL. Teacher B did not provide adequate support to student teachers and claimed ownership of the Grade 12 class (Karnieli-Miller, Strier & Pessach, 2009:279). The comment by Teacher B,

"No! No! No! I want to focus on Grade 12",

confirmed that the teacher only focused on Grade 12 classes, and he could not provide full support to other grades and to student teachers allocated to him. These statements indicate the failure of the system, because all learners need to pass their respective grades. Student teachers were attached to the teacher so that the students could learn how to help all learners to pass. There was an inconsistency in the way the teacher taught at that school, and the system was silent about the matter. Student E did not receive the average required number of classes to observe the teacher and practise teaching.

The social practice level of CDA shows exclusion of student teachers and grades other than Grade 12 from the system by the teacher (Saloojee & Saloojee, 2011:3). The student teachers were excluded through the failure by the teacher to provide adequate support,

and refusing to allow the students to assist the teacher with the Grade 12 class. The evidence is the statement of Student E,

> *"I was sometimes bored because I was not fully supported by my mentor, especially on Tuesdays, when I was not having a class".*

Teacher B claimed ownership of the Grade 12 classes and nobody could do anything to change his attitude. He was not giving full attention to other classes that were not Grade 12, and that was why he could not support the student teacher he was supposed to be mentoring. The workshops held during the study made teachers aware that they needed to support and trust the student teachers. They became aware that the university and the DHET relied on their experience to mentor the student teachers.

In summing up the threat of inadequate support, I conclude that student teachers were exposed to inadequate support from teachers, who were reluctant to work with them during WIL, as cited by Nkambule and Mukeredzi (2017:4). Therefore, I found that presenting workshops for teachers at schools hosting students for WIL could create a welcoming environment for students on the WIL programme. Hence this current study proposed a strategy for mutual trust between all stakeholders involved in the process of WIL.

The next section provides an analysis of the conditions conducive to assessing WIL.

5.5 CONDITIONS CONDUCIVE TO THE SUCCESSFUL ASSESSMENT OF WIL

This section addresses the third objective of the study, namely, to find solutions for assessing WIL of university student teachers using TLT. It discussed the conditions that are conducive to preparing assessment of WIL of university student teachers using TLT.

5.5.1 Considering the assessment of WIL as being more formative than summative

The first condition found to be conducive to assessment of WIL is to consider it to be more formative than summative (see 2.6.2). Formative assessment of WIL in this study made assessors and student teachers to have meaning and set up a learning environment to promote learning with continuous diagnosis (Berry, 2004:1). This diagnosis allowed

assessors to have the ability to conceive and apply marking criteria correctly to avoid the shortcoming impacts for the validity and reliability of results (Li & Gao, 2016:888). The empirical data reveal that formative assessment was more relevant to the assessment of WIL than summative assessment, because student teachers were able to learn by reflection on the formative assessment results. Student E, Student D and Student C made the following comments about the formative assessment:

> Student E: *"Formative assessment assisted us to discuss to get understanding of what would be expected in the assessment. I used the formative assessment results as a practise to me to determine my strength and weakness in the teaching."*

> Student D: *"I was able to improve my teaching skills from the formative assessment results. Unlike being visited once in the class and given marks without considering what was being done in other days."*

> Student C: *"That is true. The formative assessment was like being coaching to improve performance."*

Analysing the statements on a textual level shows that using formative assessment was one of the conditions conducive to WIL assessment of university student teachers (see 2.6.2). Literature confirms that formative assessment during WIL provides student teachers with an opportunity to reflect on their strengths and weaknesses; the formative assessment is then followed by summative assessment (Avalos, 2011:15). From this point, I realised the importance of coming up with this current study to evaluate the inclusion of the voices of student teachers in the assessment of WIL. The statement of Student E,

> *"Formative assessment assisted us to discuss to get understanding of what would be expected in the assessment …"*

shows that student teachers were happy to see assessors implementing formative assessment. Student C supported this notion, by indicating that formative assessment was like receiving coaching, which improved their performance:

> *"That is true. The formative assessment was like being coaching to improve performance".*

The statement indicates that students preferred assessors who accompanied them throughout the process. It became clear that students wanted the assessors to coach them throughout, before assessors decided to arrange for assessment.

Analysing the statements on a discursive level shows that formative assessment is more developmental than summative assessment, as it improves performance (see 2.6.2). Assessment prior to and during a lesson is done to determine the prior knowledge relating to the new lesson (Karolich & Ford, 2013: 35). Student teachers were able to test their ability to present the lesson through formative assessment results, and use these results to prepare themselves for summative assessment. The statement of Student D,

> *"I was able to improve my teaching skills from the formative assessment results. That is why my marks have improved",*

proves the importance of formative assessment. The social practice level analysis indicates that formative assessment is fair to student teachers. The statement of Student C, that emphasised,

> *"The formative assessment was like being coaching to improve performance",*

supports this claim. The student found it useful to be given a chance to be assessed during practice before summative assessment was done. Using formative assessment included both the assessor and the students in the system. The word "coaching" references inclusion, as coaching involves the mentor and mentee working together in a process of development. I conclude that the strategy I discuss in Chapter 6 undoes the social and academic exclusion of stakeholders from WIL by including all of them to participate in the assessment of WIL. The next section analysed the second condition discovered to be conducive to WIL assessment.

5.5.2 Creativity and innovative tasks of students in WIL assessment

The second condition discovered during meetings was assessors permitting student teachers to implement creativity and innovation tasks during assessment of WIL. Student teachers were at school to practise their creativity and innovation in teaching and were given a chance to discover ways of teaching during WIL (see 2.6.3). Allowing independent

tasks and innovations confirmed that students needed instructional support to increase their awareness, so that they could manage their cognitive learning in a specific task (Kim & Hannafin, 2016:445). It was also discovered from empirical data that student teachers in the study indicated that assessors allowed them their (students) independence and the students were able to practise innovative tasks in their teaching practice. Teacher B, Teacher C, Teacher D, Teacher A and Student A commented as follows about independent and innovative tasks in assessment:

> Teacher B: *"Student teachers from university were creative and their work was innovative. My student teacher was not relying more on the textbook. I was impressed by the way learners were so close to her [student] in class."*

> Teacher C: *"The student teachers' independency made my work to be easy as the student teachers were preparing teaching resources alone and I would see the resources in class during the lesson. My surprise was the resources were always relevant to the topic taught."*

> Teacher D (responding to the statements of Teacher B and Teacher C): *"The learners were interested in the teaching and learning because of the relevancy of the innovative and creative tasks of the student teachers."*

> Teacher A: *"Your innovative tasks made learners not to be afraid of you as a teachers."*

> Student A (responding to the statements of the teachers): *"Allowing us to be innovative improves our creativity because we become confident when we see learners understanding the lesson better."*

Analysing the statements from textual level shows that teachers, as assessors, allowed student teachers to practise their innovative tasks in teaching. The statement by Teacher A,

> *"Your innovative tasks made learners not to be afraid of you as a teachers",*

is an indication that learners were afraid of their teachers. The teacher indicated that he was surprised to see the way student teachers presented the lessons. The discursive

level of analysis shows that considering innovative tasks of student teachers could sustain the assessment of WIL. The statement of Teacher B,

"I was impressed by the way learners were so close to her [students] in class",

indicates that the assessment of WIL was favourable for the students, because they did what the teachers, as assessors, expected.

Analysing from a social practice level shows that including student teachers in the teaching system by acknowledging student teachers' teaching methods is a positive approach. Student teachers were proud to experience themselves in a position of power. Student E took advantage of the meeting to show the best ways to present a lesson to ensure learners understood the content:

"Experienced teachers use their traditional way of teaching because of experience.
We build the new topic from the learners' level of content knowledge".

The statement shows that teachers used a traditional method of teaching, the telling method, and teachers did not teach learners to discover content on their own. The teachers expected student teachers to teach exactly the same way as they did. I conclude that assessors should consider the creativity of student teachers when they assess WIL.

5.5.3 A welcoming environment by practising schools and teachers

The third condition that emerged from the meetings of co-researchers was for practising schools to create a welcoming environment for students on WIL. The literature confirms that the WIL programme should have close monitoring and be developmental for student teachers (see 2.6.4). Learning is a result of the way individuals interact with the environment, and knowledge is constructed as the learners make sense of their experiences in the world (Thomas *et al.*, 2014:55). The MRTEQ policy was created so that schools could administer the assessment of student teachers in the WIL programme. This policy includes professional standards for teacher development, integration of assessment standards, and other prescriptions (see 2.6.4). It became evident from empirical data that co-researchers were happy to have all the stakeholders in WIL – the teachers, student teachers, the lecturer and the teaching practice officer – working

together in the school. Teacher B, Teacher A and Teacher D made the following comments to illustrate the welcoming environment:

> Teacher B: *"It is nice to have different people teaching learners in the school. My learners are so happy, their performance has increased and the rate of absenteeism is now decreasing. I do not know whether the change is because of new faces or because student teachers do more than we do. I am happy about their improved performance, and I wish we can have new faces more often."*

> Teacher A (smiling): *"I am also happy to have people who are assisting us in teaching these learners. Student teachers are more welcomed because they assist us because we also learnt new things from them as we observe them teaching in class. The student teacher under my supervision showed me a different method of doing the introduction to the topic after observing him for two different lessons. That is why I gave him 85% marks in the assessment. Really, I was impressed."*

> Teacher D: *"Student teachers are always welcomed to practise their teaching in this school. Apart from their teaching practice during WIL, the also assist us in doing the administration duties."*

Analysing the statements from a textual level shows that the school was a welcoming environment for student teachers to do their practice teaching and to be assessed on WIL (see 3.7.4). Literature shows that WIL assessment needs to be more transparent to reduce the challenges caused by assessment being influenced by individual assessors and constraints imposed by teacher education institutions (Aspden, 2017:138). The statement by Teacher D,

> *"Student teachers are always welcomed to practise their teaching in this school",*

indicates that there was transparency in assessment, as student teachers were welcome to do their practice teaching at the school. Teachers were happy to have the student teachers at their school:

> *"I am also happy to have people who are assisting us in teaching these learners".*

The smile of Teacher A was an indication that she wished that she could always have people who could assist them at school. This smile was an indication that the teacher

expected students to come to relieve her of her duties – she forgot that students were at the school to practise teaching under their supervision, not to replace the teachers. This attitude is confirmed by the literature, which states that assessment is determined by the way schoolteachers, as mentors, handle students (see 2.6.1). The willingness and preparedness of the teachers to allow students to practise at the school was evidence of welcoming student teachers in the school system. The social practice level analysis shows inclusivity of all stakeholders in the system for the WIL programme. The teachers, as assessors of WIL at the school, welcomed the student teachers for practice teaching at the school. Teacher B indicated his happiness and mentioned that the performance of his learners improved because of the presence of student teachers:

> *"My learners are so happy; their performance has increased and the rate of absenteeism is now decreasing".*

The "happiness" and "decreasing absenteeism" of learners show that student teachers were welcomed at the school; teachers were also happy.

In summing up the welcoming environment in this study, I therefore conclude that an environment that is welcoming to student teachers at the practice school is important for the assessment of the WIL programme (Mukeredzi, 2016:97). The strategy that is proposed in Chapter 6 creates a platform for teacher capacitation regarding assessment of student teachers' WIL. This strategy seeks to indicate to the practising schools to be open to welcoming student teachers by creating a welcoming environment.

5.5.4 Incorporating self-assessment in WIL

Another condition for success of transformative assessment of WIL was incorporating self-assessment of student teachers in WIL assessment (see 2.7.2). Self-assessment was used in the study to address the threat posed by the heavy workload of teachers. Self-assessment was incorporated in the study in the assessment of WIL to involve student teachers to set themselves learning goals and manage their learning efforts while practising to teach (Restrepo, 2013:168). Student B, Student E, the lecturer and Teacher B commented as follows about self-assessment:

Student B: *"I know myself and I would like us to self-assess ourselves for learning to teach."*

Teacher A: *"Self-assessment assisted us a lot in benchmarking the scores with student teachers. Student teachers had understanding of what was expected well in advance."*

Student E: *"I gave myself 90% in self-assess because I know myself as a teacher. I know that I deserve more than 70% given to me by my assessor. I was well prepared for that lesson."*

Lecturer (in response to Student E): *"Are you given 70% by both two assessors or 70% is the average of the two assessors? 70% to me is a good mark for a person who is novice in the field, do you think you deserve more than that without having teaching experience?*

Teacher B: *"The problem with self-assessment is that everybody would give himself or herself high marks even if it does not deserve."*

Analysing the statements on a textual level shows self-assessment assisted the teachers, as student teachers were aware of what was expected of them before the assessor came for assessment of WIL. Teacher A indicated that self-assessment assisted them as assessors to benchmark the scores with the student teachers:

"Self-assessment assisted us a lot in benchmarking the scores with student teachers. Student teachers had understanding of what was expected well in advance".

However, the statement by Teacher B shows weakness of self-assessment, by indicating that, unless self-assessment is managed properly, a low-achieving student would put little effort into learning:

"The problem with self-assessment is that everybody would give himself or herself high marks even if it does not deserve".

I agree with Teacher B, because it often happens that people apply themselves in a situation; students lack accuracy in assessing their own work (Boliva-Cruz, Verano-Tacorente & Gonzalez-Betancor, 2015:23). The statement,

"Nobody would give himself or herself low marks",

shows that using marks to assess WIL of university student teachers posed a challenge.

The analysis at discursive level also shows evidence of social inequalities between co-researchers – specifically, the lecturer and the teachers – who did not trust student teachers with self-assessment. The lack of trust by teachers and lecturers in student teachers assessing their own learning is contrary to development of the critical view of students' own work (Boliva-Cruz *et al.*, 2015). Both the lecturer and the teacher claimed that student teachers would be likely to give themselves higher scores than they deserved in self-assessment. The statements of the lecturer and Teacher B show mistrust of self-assessment:

> *"Are you given 70% by both two assessors or 70% is the average of the two assessors? 70% to me is a good mark for a person who is novice in the field, do you think you deserve more than that without having teaching experience?"*

and

> *"That is the problem of self-assessment. Nobody would give himself or herself low marks if it could be considered the formal assessment mark".*

If it is managed effectively, self-assessment is not always problematic. It has several advantages; for instance, it contributes to developing valuable skills relating to learning outcomes, such as developing a critical view of own performance; increases involvement of students in their learning; and liberates teachers, who can spend time on tasks with greater educational value (Boliva-Cruz *et al.*, 2015; Boud, 1989:22). In summing up the self-assessment condition, I conclude by saying effective management of self-assessment includes the student teachers in the assessment of WIL.

5.6 EVIDENCE OF SUCCESS OF WIL ASSESSMENT

The evidence of success of the study was tested by presented empirical data analysis of the discussions with co-researchers during our meetings by starting with self-assessment of student teachers for assessment of WIL.

5.6.1 Acknowledgement of self-assessment in WIL

Acknowledgement of self-assessment in WIL presented evidence of success of the assessment of WIL (see 2.8.1). Data confirm that assessment is effective if done to determine how much teaching and learning have taken place (Mege, 2014:20). Students did self-assessment after presenting lessons to determine whether there was an improvement in learning to teach and thereafter it was discussed in the meeting. The lecturer, Student A, Student B, Student F and Teacher C made the following comments regarding acknowledgement of self-assessment in the meeting:

> The lecturer started the discussion: *"Can you tell us the feeling of doing self-assessment after the lesson presentation was? Did self-assessment assist you any way in your lesson presentation?"*
>
> Student A: *"Self-assessment was good, because I could see by myself the areas that need to be improved in future lesson, unlike just be given marks without explanations."*
>
> Student B: *"Through self-assessment I discovered that assessment is not as easy as I thought. At some point, I went out of comments into my self-assessment. Then you can imagine how stressful to assess somebody."*
>
> Student F: *"I found self-assessment good, my suggestion is for the form not to allocated marks for work-integrated learning. The results be competent or not competent or any other comments that would be appropriate."*
>
> Student D added: *"I realised that comments are better than marks because it was sometimes not easy to allocate myself a numerical figure on my achievement. I wondered how assessors were associating numbers with achievements."*

Analysing from a textual level indicates self-assessment is evidence of success of WIL assessment, because student teachers were engaged in their own assessment (see 2.6.1). Self-assessment addressed the misconceptions established by prior knowledge, and appropriately assimilated other knowledge gaps about the new teaching (Spence & McDonald, 2015: 297). The statement by Student A shows that student teachers enjoy self-assessment more than other forms of assessment, because self-assessment helped student teachers to be more self-assured and self-aware graduates (Malik, 2016:171):

> *"Self-assessment was good, because I could see by myself the areas that need to be improved in future lesson, unlike just be given marks without explanations".*

Co-researchers also felt that doing self-assessment made them feel proud of themselves, and that nobody is judging them. They were able to see the areas that needed improvements by themselves, as learners, which they would work on in future presentations,

> *"see by myself the areas that needed improvement for future lesson".*

In summing up the textual analysis, I therefore conclude that self-assessment is one of the best ways to assess WIL of student teachers.

Analysing from the discursive level of CDA shows that student teachers enjoyed the academic freedom provided by self-assessment; they gave suggestions for the best way to develop assessment forms for WIL (Palermo, 2013:213). Student F suggested removing the numerical marks and working only with comments:

> *"the results be competent or not competent or any other comments that would be appropriate".*

The issue of numerical marks is confirmed by literature to be one of the threats facing assessment of WIL (see 2.7.1). Student D added that using comments rather than numbers for assessing achievement of outcomes of WIL lead to the discovery that it was difficult to associate numbers with achievement:

> *"I wondered how assessors were associating numbers with achievements".*

Analysing the text from a social practice level shows that self-assessment included the student teachers in the system. The statement by Student D proved that student teachers were included in assessment when they did formal self-assessment by observing their own performance, analysing their performance and making connections between their development as a result of WIL (Grantz & Gruber, 2014:24),

> *"I realised that comments are better than marks because it was sometimes not easy to allocate myself a numerical figure on my achievement".*

It was the first time that Student D was given the opportunity to evaluate through self-assessment, and the student had been under the impression that assessment is an easy task.

5.6.2 Collaboration of stakeholders in assessing WIL

Further evidence of the success WIL assessment was collaboration by stakeholders in assessing WIL for individual development of learning, and self-development through transformational learning (Tsai, 2013:33). Partnerships of various stakeholders in education can enhance teacher capacitation regarding WIL assessment, as it has been shown that few teachers have been trained in WIL assessment (see 2.8.2). Empirical data also show that it was important for stakeholders to collaborate in the assessment of WIL of student teachers. Student A and Student B made the following comments about teacher capacitation:

> Student A: *"The collaboration of various stakeholders in WIL helped teachers to do justice in assessing us. I could see that they were now assisting us as mentors, unlike in the previous assessment when they were not trained."*

> Student B: *"Through collaboration, we planned together and our suggestions as students were accepted to put in practice. I discovered that our successes for teaching rely on the teachers who know what to do with their experience, who share their vision to ensure the success of WIL."*

Analysing from a textual level shows that collaboration of stakeholders in WIL was one of the study's successes for assessing WIL (see 2.5.3). It was true that interpersonal relations develop through collaboration and dialogic action with others to solve problems to produce a product or discuss a subject (Ashton-Hay, 2006:03). The statement of Student A indicated that there was collaboration between the co-researchers in the study:

> *"The collaboration of various stakeholders in WIL helped teachers to do justice in assessing us. I could see that they were now assisting us as mentors, unlike in the previous assessment when they were not trained".*

Through collaboration with other stakeholders, teachers were able to assess the WIL of student teachers. In summing up the textual analysis, I, therefore, come to the conclusion that collaboration of stakeholders in a WIL programme was further evidence of success of assessment.

Analysing from a discursive level shows students believed that collaborative efforts made assessment results of WIL acceptable. Student B was of the view that addressing the issue of WIL assessment before assessment solved the problems of assessment:

> *"We were planning together and our suggestions as students were accepted to put in practice. I discovered that our successes for teaching rely on the teachers who know what to do with their experience, who share their vision to ensure the success of WIL".*

I found from these statements that teachers and lecturers could influence the assessment of WIL positively or negatively during cyclical, pedagogical decision-making involving assessment (Guerriero, 2012:6).

5.6.3 Trusting relationships between student teachers and schoolteachers during WIL

The third piece of evidence of the success of WIL assessment of university student teachers was a trusting relationship between student teachers and teachers. Literature confirms that interpersonal relations develop through collaboration and dialogic action with others in solving problems, producing a product or discussing a subject (see 2.8.3). Dube (2016:189) asserts that teacher capacitation is a critical indicator of success, in the sense that many curriculum packages have failed in the hands of teachers who are not competent to deliver as expected. The teachers who participated in this research study indicated that they found it difficult to assess student teachers, because they lack professional education in higher education. In short, the indicator for success of assessment is that teachers are comfortable about assessing student teachers to meet the needs of the teaching profession. The university places student teachers at schools for WIL, to be mentored and assessed by teachers and to teach learners under supervision. Co-researchers in the study supported the development of a trusting

relationship by acknowledging the presence of students at the school for assisting with teaching. Teacher B, Student F, Student E and Student D made the following comments about trusting relationship between student teachers and mentor teachers during WIL:

> Teacher B: *"I trust the student teachers because they come up with new ideas in teaching and learners are happy to be with them."*

> Student F: *"Through the trust from teachers in this school, I was able to discuss issues of concern like the assessment results without any fear."*

> Student E: *"I wish that other teachers who are mentoring students also trust student teachers in their classes as teachers without embarrassing them."*

> Student D: *"With the trust that I got from the teachers in this school, I have learnt many things from the teachers in this school. I feel now that I am a better teacher-to-be. I feel ready to apply for any teaching post."*

The textual level analysis through CDA shows that teachers and students were happy to be part of the teacher preparation programme. Literature confirms that working together as part of the team enables making free and informed choices, including the choice to participate, and to generate personal commitment to the results of the study (Mallick, 2007:253). The statement of Teacher B confirms that teachers were happy to take part in the preparation of teachers:

> *"We are proud to contribute to the preparation programme of teachers for the profession".*

The trusting relationship that developed during WIL assessment helped students to learn from the experience of teachers,

> *"With the trust that I got from the teachers in this school, I have learnt many things from the teachers in this school. I feel now that I am a better teacher-to-be. I feel ready to apply for any teaching post".*

In summing up the textual analysis, I therefore conclude that trusting relationships between student teachers and teachers, as assessors at the school, contribute to the successful assessment of WIL.

It became evident from the analysis at the discursive level of CDA that trusting relationships between teachers and student teachers should continue to ensure a better teacher preparation programme for student teachers, and to ensure they feel part of a team (Roffey, 2012:153). The statement of Student E confirms the literature,

> *"I wish that other teachers who are mentoring students also trust student teachers in their classes as teachers without embarrassing them".*

Student teachers also mentioned having learnt more about teaching, which was not the case at the first round of WIL. All these findings indicate the success of using TLT in the WIL assessment of university student teachers. These findings show that TLT and PAR empowered teachers who lacked the confidence to be part of teacher education programmes (see 4.4.3). The formation of a team that debated the problem and the extent to which it influenced the programme made members of the team see and understand that change was needed.

5.6.4 Frequent visits to students during WIL by university lecturers

The fourth piece of evidence of the success of WIL assessment of university student teachers was the frequent visits by university lecturers to schools during the period of WIL (see 2.8.2). Literature confirms that recognising different values through providing support to each participant in WIL opened new potential, both for intercultural relationships and for full progression of the human character (Funk & Said, 2014:24). Lecturers who visited student teachers during WIL showed that they acknowledged the values of student teachers and teachers at the school for WIL. Teacher A, Teacher B and Teacher C made the following comments about the frequent visits by lecturers during WIL.

> Teacher A: *"The frequent visit of lecturers from the university made us teachers changed our perception about assessment of WIL. We were assessing students just to give marks to pass without understanding the effect of assessment."*

> Teacher B: *"I was inspired from your frequent visit to our school that we are taking part in the teacher preparation programme. I was among teachers who was doing assessment in favour of students and we have learnt that lecturers are our colleague in education."*

Teacher C: *"The frequent visit to us made us understand that the WIL programme is taken serious by the university, is not just student teachers are here at school to practise only."*

Analysing the statement from a textual level suggests the contribution to the success of WIL assessment by frequent visits to the school by the lecturers and the teaching practice officer. Frequent visits by the lecturer and teaching practice officer created opportunities for providing support to student teachers and discussing issues that had emerged during field experience (Aglazor, 2017:101). The lecturer and the teaching practice officer coordinated meetings with student teachers and teachers, as practitioners, within the workplace, thereby playing a pivotal role in incorporating WIL in the school (Ferns & Zegwaard, 2014:180). The frequent visits by the lecturer during WIL changed the conceptions of teachers on WIL in general; teachers started to focus on what was supposed to be assessed, rather than giving student teachers work that was not relevant to their subjects. Student E reported,

"The frequent visit to the school assisted us because teachers could not give us their work that was not in line with what we were here for".

The change in perception of WIL after the study was informed by TLT as a framework for co-researchers to join new communities of practice (Mayhew *et al.,* 2016:677). In summing up the textual analysis, I therefore came to the conclusion that visits to student teachers by lecturers aided in the success of the assessment of WIL.

Analysis at the discursive level showed that the teaching practice officer and the lecturer frequently visited student teachers and teachers at schools to establish a common vision in preparation for the assessment of WIL. During the visits, co-researchers worked in collaboration, following PAR to identify thematic concerns on issues relating to assessment, and turning those issues into a common goal (Eruera, 2010:2). The statement by Teacher C proves this conclusion:

"The frequent visit to us made us understand that the WIL programme is taken serious by the university".

Frequent visits to students during WIL by university lecturers made it possible for all the people to know what should happen, and when and how it should happen in the assessment of WIL. In summing up the analysis on the discursive level of CDA, I found that it was important for the lecturer to visit teachers and student teachers at schools frequently during WIL to ensure effective assessment.

The social practice level analysis of CDA shows that the frequent visits of lecturers to the school during WIL served to include every stakeholder involved in the WIL programme. Frequent visits by lecturers to schools also served to maintain a clear understanding of the value of the WIL programme among teachers and student teachers, as people who may well be future colleagues at work (Mokoena, 2017:124). The statement by Teacher B,

> *"I was inspired from your frequent visit to our school that we are taking part in the teacher preparation programme. We have learnt that lecturers are our colleague in education",*

shows that the visit by lecturers during WIL meant teachers worked well with lecturers to assess WIL, and they learnt to assess student teachers. Teacher B supported the statement by indicating that he changed the way he was assessing WIL during the university lecturers' visit,

> *"I was among teachers who was doing assessment in favour of students".*

The students were also happy to have lecturers visiting them when they were at schools for WIL.

5.6.5 Reduction of misusing assessment in WIL

Reducing misuse of assessment of WIL was another indicator of success of assessment of WIL, because TLT allowed co-researchers to talk as in a normal conversation (Meulenberg-Buskens, 2011:1). Kudadjie (1997:20) asserts that under normal circumstances, everyone

deserves a community of moral persons and to have such a moral community requires a moral education, enforcement of moral recovery and reform.

Student C, Student B, the lecturer and Teacher D made the following comments about reducing misuse of assessment in WIL:

Student C: *"We worked together as teachers who are teaching the same subjects during this practice teaching session. There was no evidence of misuse of assessment which could lead to negative thought about WIL."*

Student B: *"We were allowed to practise what we have learnt from the university without being intimidations from teachers. Teachers and lecturers as assessors were understanding and allowing us to have a say during the lesson planning phase and after the lesson presentations and that eliminated assessment misuse."*

Lecturer: *"If all of us could do well to address assessment misuse, there will be a changed and acceptable system of assessment and students will accept the assessment results."*

Teacher D: *"We are working hard in this school to avoid the misuse of assessment because we do not want our school's image to be tainted."*

Analysing at a textual level shows that there was no misuse of assessment during the study, as student teachers were protected and received welcoming treatment from the teachers (Pourrajab, Fallahi, Rahpaymaelizehe & Rabbani, 2014:2). The statement of Student C shows that they worked together with teachers and there was no misuse of assessment observed from teachers to students,

"We worked together as teachers who are teaching the same subjects during this practice teaching session. There was no evidence of misuse of assessment which could lead to negative thought about WIL".

TLT was used in the study to address the problem of assessment misuse during WIL, because assessors and student teachers were collaborators in solving problematic life issues (see 3.4.3).

The discursive level analysis shows that the World Health Organization policy was adhered to in order to protect misuse of assessment by teachers, who are adults who

oversee and work in educational settings (Wood, Hughes & Bellis, 2019:2). The WHO policy emphasises that adults in educational settings have a duty to provide environments that support and promote dignity, development and protection, to eliminate misuse of assessment. Statements by Teacher D and Teacher C indicate that misusing assessment was not condoned at their school. Teacher D said,

> *"We are working hard in this school to avoid the misuse of assessment because we do not want our school's image to be tainted",*

and Teacher C said,

> *"Misuse of assessment should be immediately reported as it is against the national constitution".*

The social practice level of analysis shows that student teachers were included in their WIL to avoid misuse of assessment; because the students showed interest in WIL activities; their self-esteem was high; and they maintained healthy relationships with teachers (McGaha-Garnett, 2013:3). In general, I can conclude the section by indicating that it is vital that students are provided with the opportunity to assess themselves for WIL. Teachers must be capacitated to assess students; lecturers must frequently visit students; and there must be trusting relationships between student teachers and mentor teachers to avoid abuse of the system. The strategy that is discussed in Chapter 6 is expected to counteract the social and academic exclusion of stakeholders from WIL.

5.7   CONCLUSION

This chapter included an analysis of empirical data to respond to the four objectives of the study. The chapter used CDA to analyse the need, to present solutions to the challenges; and to describe conditions necessary for success, the threats and the evidence of the success of assessment of WIL of student teachers, using TLT. The next chapter will focus on the findings and recommendations based on the analysed data.

CHAPTER 6:
FINDINGS AND RECOMMENDATIONS

6.1 INTRODUCTION

Chapter 6 will discuss the findings and recommendations of the whole study. The chapter starts by restating the aim and the objectives of the study, the principles of TLT theoretical framework, principles of PAR paradigm and the findings of the study. The findings and recommendations of this study were informed by literature, best practices from other countries, data presented by co-researchers in the study, and my personal experience of WIL. The chapter will also show a proposed strategy for the assessment of WIL, including the voices of student teachers using TLT, the limitations of the proposed strategy and conclusion of the chapter at the end.

6.2 REPLICATION OF AIM AND OBJECTIVES OF THE STUDY

The aim of this study was to prepare the assessment of WIL using TLT by including the voices of student teachers. The following objectives were used to address the aim of the study:

- To establish the need to include the voices of university student teachers in the assessment of WIL using TLT;
- To detect the solutions to assessment of WIL including the voices of university student teachers using TLT;
- To demonstrate conditions conducive to assessment of WIL including the voices of university student teachers using TLT;
- To establish possible threats to assessment of WIL including the voices of university student teachers using TLT; and
- To display successful approaches to assessment of WIL including the voices of university student teachers using TLT.

6.3 FINDINGS OF THE STUDY

This section presents the findings as they emerged during the study, grouped according to the objectives of the study.

6.3.1 The findings in relation to the need to prepare WIL assessment using TLT

This section presented the findings to the need of evaluating the inclusion of the voices of student teachers in the assessment of WIL, as emerged during the study, through the support of the principles of TLT theoretical framework and the principles of PAR paradigm.

6.3.1.1 Lack of proper understanding and implementation of assessment tools

I found that the inclusion of the voices of student teachers in the assessment of WIL was a challenge because of a lack of proper understanding and the implementation of the assessment tools of WIL (see 2.4.1). This lack of proper understanding and implementation of assessment tools of WIL was caused by assessors using standardised assessment tools for WIL assessment, which caused assessment results not to be reliable (Source). The lack of comprehensive tools for WIL assessment is confirmed by Mpofu and Maphalala (2018:2), who argue that there is no agreement in teacher education on what constitutes an effective measure of student teachers' competencies. The use of standardised assessment tools for the assessment of WIL caused some assessors to be biased in the assessment results, which led to criticism of assessment results by student teachers seeing that the assessment results of WIL were unfair (Reimann & Sadler, 2017:725; Aspden, 2017:30). The inclusion of the voices of student teachers in the assessment of WIL made assessors to understand and implement the initial teacher education and assessment policies of WIL properly to assess performance, than assessing student teachers (see 3.3.2).

The lack of proper understanding and implementation of assessment tools to include the voice of student teachers and schoolteachers caused co-researchers to use the rating scale of WIL ineffectively. This ineffective rating scale allowed for the allocation of scores

to student teachers in a manner unfair to student teachers. Assessors misused their power as people in authority over the student teachers. They awarded marks on the assumption that student teachers were already professionals, and that student teachers had been sent to schools to practise teaching only. PAR methodology and TLT assisted co-researchers to reveal the misuse of WIL assessment through the principle of being engaging and emancipating. Student teachers made use of this research study as a platform to present their viewpoints without fear, because they were included as partners in education who could contribute to teacher preparation. This finding relating to misconception of assessment was in agreement with Reimann and Sadler (2017:725) and Aspden (2017:30), who emphasise that assessment is sometimes unfair to students due to assessor bias. Through PAR, student teachers involved in the study became free to indicate that some students received favours from assessors, which influenced the WIL results. This challenge was addressed in the study because nobody in the research study was threatened by anybody else. In line with the above discussions, the TLT framework and PAR methodology were employed to embrace democracy and improve the human condition, by giving power to all participants in the research (see 3.2.3 and 4.5.4).

Many policies guiding the assessment of WIL place greater emphasis on formal assessment, but are silent about the tools to be used. It is up to individual teacher education institutions to develop relevant tools for assessment. The lack of comprehensive tools for assessment of WIL is confirmed by Mpofu and Maphalala (2018:2), who discovered that there is no agreement in teacher education on what constitutes an effective measure of student teachers' competencies. The workshop on teacher capacitation helped to overcome this challenge. In the workshop, co-researchers who attended learned what role they had to play in assessing WIL.

6.3.1.2 Criticism and biasness of WIL assessment results

Criticism and biasness of assessment results of WIL as conceived by student teachers was another challenge I found in the study and the inclusion of the voices of student teachers in the assessment of WIL using TLT was attempted to address that challenge (see 2.4.2). The criticism and biasness of assessment results of WIL were caused by

assessors who could not understand the initial teacher education and assessment policies of WIL. Assessors assessed WIL because student teachers gave them assessment forms to complete, indicating to them that it was compulsory for teachers to assign marks and return the forms to the university after the period of WIL. Improper implementation of the initial teacher education and assessment policies of WIL in assessment causes assessors to assess students, rather than assessing performance (see 3.3.2). Assessors misconceived the purpose of assessment of WIL, using WIL as a break for them while at work, and this notion led to unreliable assessment results. Teachers perceived themselves as people lacking the necessary skills to assess student teachers, and they perceived assessing and preparing students for the profession as being the responsibility of teacher education institutions. Findings relating to assessing WIL without purpose was contrary to those of Grantz and Gruber (2014:24), who indicate that the assessor should ask three questions about assessing learning: How should I measure academic performance? How should I use measurement tools? How should I design the learning environment to reflect learning outcomes? The workshops on teacher capacitation assisted to address the challenges caused by the assessment of WIL without a purpose. After attending the workshop, schoolteachers who were assessors of WIL started to realise the importance of assessing student teachers.

6.3.1.3 Assessors perceiving WIL assessment as an increased workload

Another finding from the study to include the voices of student teachers in the assessment of WIL was assessors perceiving assessment of WIL as an increased workload (see 2.4.3). Perceiving assessment of WIL as an added workload caused assessors not to take assessment of student teachers seriously, and sometimes they completed the assessment forms without observing student teachers' presentations. Some schoolteachers did not want student teachers to do presentations, as they believed the students would waste the learners' time. This workload challenge corresponds with what Erasmus and Mda (2008:8) report, namely that teachers have a heavy workload checking their learners' homework and preparing activities for different classes. The workshops that were held during this study attempted to address the workload challenge by

promoting co-planning and teachers always being available in class when the student teacher presented a lesson.

6.3.1.5 Inadequate feedback of WIL assessment results

There was inadequate feedback of assessment results for work-integrated learning as a challenge of including the voices of student teachers in the assessment of WIL (see 2.4.4). The inadequate feedback of assessment results of WIL was caused by a lack of communication between schoolteachers as assessors, lecturers also as assessors and student teachers in their assessment of WIL on issues of assessment prior to the intervention of this study. The inadequate communication was a concern of every stakeholder in WIL, and it affected the reliability of assessment results. The prevalence of a lack of communication denied student teachers opportunities to be exposed to multiple teaching methods. The lack of communication between assessors and student teachers prevented recognition of different values, and actually supporting one another's potential, to promote both intercultural relationships and comprehensive progress of the human character (Funk & Said, 2014:24).This shortcoming furthermore denied student teachers the ability to accept the assessment results; hence, there is a need to establish good communication about assessment. The assessors would simply make an appointment to come, assess the student in class, and leave the marks. Student teachers accepted the results and it was done. Engaging student teachers in the study on an equal and fair footing by using PAR assisted to overcome this challenge by preventing power relations that could exist among co-researchers in the process (see Section 4.5.3).

6.3.1.6 Failure of compliance with WIL assessment policies

The last challenge I found from the study for inclusion of the voices of student teachers in the assessment of WIL was the failure of compliance with assessment policies of WIL (see 2.4.5). This failure of compliance was because assessors assessed WIL because student teachers gave them assessment forms to complete, indicating to them that it was compulsory for teachers to assign marks and return the forms to the university after the period of WIL. Assessors did not understand the initial teacher education and assessment policies of WIL, which led them to assess student teachers, rather than assessing

performance (see 3.3.2). Teachers at schools were misconceived about the purpose of assessment of WIL, using WIL as a break for them while at work. This notion led to unreliable assessment results. Teachers perceived themselves as people lacking the necessary skills to assess student teachers, and they perceived assessing and preparing students for the profession as being the responsibility of teacher education institutions. Findings related to assessing WIL without purpose was contrary to those of Grantz and Gruber (2014:24), who indicate that the assessor should ask three questions about assessing learning: How should I measure academic performance? How should I use measurement tools? and How should I design the learning environment to reflect learning outcomes? The workshops on teacher capacitation assisted to address the challenges caused by WIL assessment without a purpose. After attending the workshop, teachers started to realise the importance of assessing student teachers.

In general, these five challenges of the need to include the inclusion of the voices of student teachers in the assessment of WIL using TLT were addressed by making student teachers take ownership of the WIL programme for assessment. This was made possible in the study by following the cycle of PAR, through workshops, group discussion meetings and reflections. Recommendations for the future are that teacher education institutions present workshops for schoolteachers as assessors of WIL to capacitate them on WIL assessment, and have regular meetings with them and student teachers before they assess the WIL programme.

The TLT principle of support to overcome challenges with PAR methodology created a platform to move research away from the traditional way of doing research show the need to co-researchers in this study to come up with the challenges indicated above. The study supported student teachers as people who were affected in the assessment of WIL to face these challenges to come up with the solutions.

6.3.2 Findings in relation to solutions to prepare WIL assessment using TLT

This section discusses the findings in relation to the second objective of the study, the solutions to the inclusion of the voices of the student teachers in WIL assessment using

TLT. This section presented the findings to the solutions to the challenges identified, as emerged during the study, through the support of the principles of TLT theoretical framework and the principles of PAR paradigm.

6.3.2.1 Assessment literacy of assessors for WIL

The first solution I found from the study to the inclusion of the voices of student teachers in the assessment of WIL using TLT was the assessment literacy of assessors for WIL (see 2.5.1). Considerate WIL assessment was one of the best solutions for the assessment of WIL of university student teachers by including the voices of student teachers in WIL assessment using TLT. Assessors became reliable agents of WIL assessment, because they continuously assessed students to trace an improvement in learning. Student teachers were engaged throughout the WIL programme and, in their assessment, maintained their progress so that they improved as a result of the positive comments made. Assessors acted as coaches to the student teachers to maintain their improvement. This solution assisted teachers at schools, in spite of the extra work, to cooperate with the student teachers and spend less time teaching (Qinyang, 2013:81). Co-researchers in the study understood their roles in assessment. Teachers were always in class while student teachers taught, as part of the mentoring process.

6.3.2.2 Purposeful assessment of WIL

I also found that purposeful WIL assessment was the solution to inclusion of the voices of student teachers in the assessment of WIL using TLT (see 2.5.2). Assessors were clear on the purpose of university student teachers' WIL assessment. They understood why they were supposed to do WIL assessment. The purpose of WIL assessment was clarified to make decisions that influence instruction, help to determine what should be done to meet instructional objectives, and provide information needed for administrative decisions (Rogier, 2014:3). The improvement of understanding of assessment is one of the principles of TLT that improves the nature of people in their relationships with one another and with society (see 3.3.3).

6.3.2.3 Shared responsibilities between schoolteachers and student teachers

The other solution I found to the inclusion of the voices of student teachers in WIL assessment using TLT was sharing responsibilities between schoolteachers as assessors and student teachers during WIL assessment (see 2.5.3). Sharing responsibilities during WIL assessment was done by assessors acknowledging new teaching methods of student teachers in their assessment of WIL. School teachers as assessors allowed students to practise what they had learnt at university, and provided student teachers with ongoing support. The new teaching methods of student teachers, as a solution, support Clavert *et al.* (2014:686), who explain that students require self-awareness and commitment if they are to achieve conceptual change. Self-awareness served the purpose of the assessment of WIL to identify errors and learning difficulties experienced by student teachers, to inform students and lecturers about learning processes, and to provide administrators with the necessary information to create policy. Therefore, the different uses of assessment should be considered in order to achieve each purpose of assessment.

Shared responsibilities informed the formative assessment of WIL by providing students with feedback, so that they could improve their achievement of learning on current or subsequent tasks. This type of assessment served a diagnostic purpose for both students and assessors. An assessment task that is formative may be awarded a grade that could contribute to the final grade of a unit of study (Cordiner, 2011:8). According to Crisp (2012:33), formative assessment is designed to improve learning, and summative assessment is designed to judge learning. Devenshire and Brailsford (2012:271) indicates that assessment must be integrated into the syllabus so that certain standards of competence are attained. This current study presented evidence of what should be learned during WIL, to indicate that student learning outcomes are improved when formative assessment coupled with timely feedback are done. Teacher education institutions should incorporate opportunities for formative assessment in their assessment policies so that summative assessments do not distract the attention of students by coming as a surprise to students. This finding support also support literature by Cordiner (2011) that a formative assessment of WIL can serve diagnostic purpose (See 3.5.1). The

school became accommodative to both teachers and student teachers without blaming anyone. Learning was exchanged, with schoolteachers learning from student teachers, and student teachers learning from the schoolteachers.

6.3.2.4 Tools and assessment policies relevant for WIL

I also found that using assessment policies and tools relevant to WIL was the solution to the inclusion of the voices of student teachers in the assessment of WIL using TLT. The finding supports the Education Council, Aotearoa, from New Zealand, and the Australian Institute of Teaching and School Leadership proposing assessment of initial teacher education programmes as the key instrument for teacher education and beginner teachers accredited at national level (Aspden, 2017:128). Student teachers in New Zealand are placed at schools for WIL, and assessment of WIL is critical for determining their readiness to teach. This practice is similar to that in South Africa, where the MRTEQ policy guides the management of WIL (DHET, 2015:13).

Using tools and assessment policies relevant for WIL benefits the WIL assessment of university student teachers. The MRTEQ policy indicates that WIL should be assessed formally (see 2.5.4); however, the policy does not prescribe the assessment tools to be used for assessment. The solution is in accordance with the explanation of Flores *et al.* (2015:1525) that the goal of higher education today is no longer only that students acquire scientific knowledge, but includes the development of soft skills so that they can be successful in their future professions. The solution also emphasises that assessment tools, together with positive feedback, are the key elements of the student learning process and student self-regulation. In this study, we decided to develop assessment tools for the assessment of WIL (see Appendices A, B and C).

6.3.2.5 Prompt feedback in assessment

Providing prompt feedback in the assessment of WIL was also a solution I found from the study to include the voices of student teachers in the assessment of WIL using TLT (see 2.5.5). Prompt feedback to student teachers was confirmed by literature, which states that feedback is valuable for improving learning, and that it must accompany assessment for

learning. Student teachers in this study were happy to receive continuous feedback from their assessors during the process of WIL, because they were able to reflect on and improve their learning, as indicated by Ion and Stingu (2014:245). Prompt feedback changed the tendency of assessors to award marks and leave without discussing the marks with the student teachers. Assessors changed the way they did things, which is one of the principles of TLT used in the study.

Assessors transformed assessment by seeing formative assessment as the opportunity for reflection before being subjected to final, summative assessment. Implementing more formative assessment supports what Coll *et al.* (2014:190) argue, namely that formative assessment helps students to improve as they work, while summative assessment is evaluative judgments about the level of achievement at the end of a placement. There was continuous feedback on the assessment of WIL to student teachers, which was confirmed by literature, stating that feedback is valuable for improving learning, and that it must accompany assessment for learning (see 2.4.5). Student teachers in this study were happy to receive continuous feedback from their assessors during the process of WIL, because they were able to reflect on and improve their learning, as indicated by Ion and Stingu (2014:245). Prompt feedback changed the tendency of assessors awarding marks and leaving without discussing the marks with student teachers. Assessors acted as coaches to the student teachers to maintain their improvement. This solution assisted assessors in spite of the extra work to cooperate with the student teachers and spend less time teaching (Qinyang, 2013:81). Co-researchers in the study understood their roles in assessment by including the voices of student teachers in the assessment of WIL.

The provision of prompt feedback of WIL assessment results in increased communication between the assessors and student teachers. Inclusion of the voices of student teachers in the assessment of WIL increased communication between the assessors and the students addressed the challenge of inadequate communication that existed between schoolteachers, lecturers and student teachers on issues of assessment before that affected the reliability of assessment results. Through the inclusion of student teachers in WIL assessment, assessors and student teachers began to recognise their different values, and supported one another's potential, to promote both intercultural relationships

and comprehensive progress of the human character (Funk & Said, 2014:24). Student teachers started to acknowledge the assessment results because they were treated on an equal basis with the assessors throughout the study. Their voices were heard through PAR to overcome any challenge on WIL assessment, because PAR prevented power relations that could exist among co-researchers in the process through communication (see 4.5.3).

Improved communication between student teachers and assessors, because of inclusion of the voices of student teachers, created a better condition for a success of this current study, as literature indicates that learning requires an environment in which the teachers are willing to share their power with others, and learners are given some control over the learning process. This solution assisted teachers at schools, in spite of the extra work, to cooperate with the student teachers and spend less time teaching (Qinyang, 2013:81). A welcoming environment at the practice school of this study created a greater degree of provision by teachers for consistency in the student teachers' learning styles, and the learning environment during assessment (Singh *et al.*, 2012:198). Student teachers were able to discover expectations in the assessment of WIL that were more memorable and that promoted creative thinking skills, such as analysis, synthesis and evaluation (Wilen & Phillips, 1995:135-138). Co-researchers in the study created a conducive classroom environment that fostered learning which promoted self-discovery and encouraged group work, all of which encouraged learning by student teachers. Co-researchers applied teaching and learning policies that included professional standards for teacher development and the integration of assessment standards to harmonise the teaching and learning environment.

I found that improved communication due to the inclusion of the voices of student teachers in the assessment of WIL caused assessors to acknowledge new teaching methods of student teachers in their assessment of WIL. School teachers, as assessors of WIL, allowed student teachers to practise everything they learnt at university. Without judging them, they provided ongoing support when assessing WIL. Allowing the new teaching methods of student teachers supports Clavert *et al.* (2014:686), who explain that students require self-awareness and commitment if they are to achieve conceptual change.

Learning was exchanged, with assessors learning new things from student teachers, and student teachers learning from the assessors. Communication between schoolteachers, lecturers and student teachers on issues of assessment at this school was not adequate prior to the intervention of this study. Inadequate communication was a concern of every stakeholder in WIL, and it affected the reliability of assessment results.

In general, all the above-mentioned findings are the solutions to the challenges of the inclusion of the voices of student teachers in the assessment of WIL in the study: implementing considerate assessment; clarifying the purpose of assessment; acknowledging new teaching methods of student teachers; using tools and assessment policies relevant for WIL; and providing continuous feedback for assessment.

6.3.3 Findings in relation to conditions conducive to preparing WIL assessment using TLT

This section presented the findings in relation to the conducive conditions to the inclusion of the voices of the voices of student teachers in the assessment of WIL, as emerged during the study, through the support of the principles of the TLT theoretical framework and the principles of PAR paradigm.

6.3.3.1 Mastery-oriented classrooms for WIL

Mastery-oriented classrooms for assessment of WIL was one of the best aspects I found conducive to including the voices of student teachers in the assessment of WIL (see 2.6.1). Assessors became clear on the purpose of WIL assessment for university student teachers by including the voices of student teachers in the assessment itself. They understood why they were supposed to do WIL assessment. The purpose of WIL assessment was clarified to make decisions that influence instruction, help to determine what should be done to meet instructional objectives, and provide information needed for administrative decisions (Rogier, 2014:3). The improvement of an understanding of assessment is one of the principles of TLT that improve the nature of people in their relationships with one another and with society (see 3.3.3). Using tools and assessment policies relevant for WIL benefited the assessment of WIL of university student teachers.

The MRTEQ policy indicates that WIL should be assessed formally (see 2.5.4); however, the policy does not prescribe the assessment tools to be used for assessment. The solution was in accordance with the explanation of Flores *et al.* (2015:1525), that the goal of higher education today is no longer only that students acquire scientific knowledge, but includes the development of soft skills, so that they can be successful in their future professions. In this regard we collectively developed an assessment tool that involves student teachers to have their say in WIL assessment (see Appendices A, B and C). This condition was also in accordance with the critical cross-field outcomes stipulated by SAQA (2000:18), which require that education leads to citizens who can work independently, and who can collaborate and work meaningfully with others from a self-chosen standpoint.

6.3.3.2 Considering WIL assessment more formative than summative

I also found considering WIL assessment being more formative than summative to be another condition conducive to including the voices of student teachers in the assessment of WIL. Formative assessment during WIL provided student teachers with opportunities to reflect on their strengths and weaknesses. Formative assessment was the best assessment for student teachers, as it gave them the opportunity to reflect before being subjected to final, summative assessment. Implementing more formative assessment supported what Coll *et al.* (2014:190) indicate, namely that formative assessment helps students to improve as they work, while summative assessment is evaluative judgments about the level of achievement at the end of a placement. Assessors coached them throughout before they were exposed to summative assessment.

This finding supported Li and Gao (2016:888), who advised that assessors should understand quality performance and provide valid assessment and valuable feedback (see 2.6.2). Li and Gao (2016) indicate that assessors may lack the ability to conceive and apply marking criteria correctly, which would impact the validity and reliability of results. Assessors who are inexperienced and ill equipped to identify the strengths and weaknesses of performance may misconceive the marking criteria. Assessment during WIL should provide students with the opportunity to reflect on their strengths and

weaknesses (Avalos, 2011:15). The feedback that student teachers receive from assessment opportunities guide them in constructing their professional knowledge and philosophy (Ali & Khalid, 2015:424). Student teachers used assessment opportunities as learning experiences, by aligning feedback received about WIL with other components of the initial teacher education curriculum (Manzar-Abbas & Lu, 2015:2). Assessors in this current study made meaning and set up a learning environment to promote learning with continuous diagnosis (Berry, 2004:1). One of the purposes of assessment in this study was to evaluate the inclusion of the voices of student teachers in the assessment of WIL as they learn to teach, in order for them to reconstruct their learning environment.

6.3.3.3 Instructional and assessment support for WIL

Instructional and assessment support for WIL was another condition conducive to including the voices of student teachers in the assessment of WIL (see 2.6.3). Improving conditions for supporting WIL assessment of university student teachers involved collaboration between the stakeholders involved in the study – lecturers, teachers and student teachers. Their working relationship made it possible for the study to succeed. They were able to share ownership of the study up to the end. Stakeholders in the study embodied the values and beliefs and internalised the goals of the study, in the sense that they saw the vision of the study as their reflection. The productive discussions that took place during the study improved interpersonal relations through collaboration and dialogic action with others for solving problems (Ashton-Hay, 2006:3). This collaboration closed the gap that existed between student teachers and teachers at the school, because it promoted democratic values, social justice and human rights in assessment. TLT, as a framework, and PAR methodology assisted the student teachers and teachers to make the school environment an environment conducive to teaching and learning by both students and learners.

6.3.3.4 Exploration and internalisation of practices related to WIL

I also found exploration and internalisation of practices related to WIL as other conditions conducive to include the voices of student teachers in the assessment of WIL (see 2.6.4). Considering students' independent and innovative tasks when assessing WIL was

another condition that improved the assessment of student teachers' WIL. This is in agreement with literature, which confirms that student teachers, if given a chance, discover new ways of teaching during their practise. This condition was also in accordance with the critical cross-field outcomes stipulated by SAQA (2000:18), which require that education leads to citizens who can work independently, and who can collaborate and work meaningfully with others from a self-chosen standpoint. The teachers acted as facilitators and gave instructional support to increase student teachers' awareness about managing their cognitive learning in a specific task.

6.3.4 Findings in relation to threats to prepare WIL assessment using TLT

This section discussed the findings in relation to the threats to prepare WIL assessment using TLT by including the voices of student teachers.

6.3.4.1 Misuse of assessment of WIL by assessors

The first threat I found from the study to include the voices of student teachers in the assessment of WIL was the misuse of WIL assessment by assessors (see 2.7.1). This misuse of assessment of WIL by assessors create a conflict in relationships between the assessors and student teachers in the assessment of WIL. Co-researchers were concerned that some assessors would misuse the assessment of WIL by allocating marks to student teachers who were not deserving. The finding is supported by Mannathoko (2013:15), who indicates that, at the start of the study, teachers felt incapable of contributing to the assessment of university student teachers, because they lacked training in higher education; in turn, student teachers thought teachers would be biased in allocating marks. Teachers marginalised themselves as people who would merely receive instructions from lecturers, and could not contribute anything to achieve change. TLT and PAR, with their empowering principles, assisted to circumvent the envisaged conflict by empowering teachers in the study to feel confident, because they were part of the study that aimed to bring improvement. They felt important throughout the study, as their voices were heard.

6.3.4.2 Mismanagement of self-assessment in WIL assessment

I also found that mismanagement of self-assessment in the assessment of WIL was also a threat that could hamper the success of including the voices of student teachers in the assessment of WIL (see 2.7.2). The threat of mismanagement of self-assessment was confirmed by the literature, which reports that self-assessment could underestimate the performance of students. Kun (2016:350) asserts that self-assessment should be managed properly, to enhance students' efforts and performance in relation to their learning. Before the workshop was conducted, student teachers tended to give themselves higher marks than they deserved. Generally, people do not put themselves down; instead, people overestimate their worth. The workshop that was conducted addressed the issues of self-assessment, and clarified that self-assessment was meant to track the record and identify areas that needed improvement.

6.3.4.3 Workload of assessors in WIL assessment

Workload of assessors in the assessment of WIL was another threat I found from the study that could hamper the success of including the voices of student teachers in WIL assessment (see 2.7.3). The increased workload of teachers, as assessors of WIL, was another threat that could hamper the success of WIL assessment of university student teachers. It was confirmed by literature that assessment and mentoring student teachers during WIL increase the workload of teachers at schools. This threat made teachers reluctant to be assigned students for WIL. Kizilaslan (2012:244) asserts that the workload of teachers may affect the way WIL is assessed. The workload-related threat was in alignment with what Qinyang (2013:81) discovered, namely that teaching is particularly onerous if teachers have extremely heavy workloads, and are required to correct homework and prepare activities for different classes every day. Under this burden of extra work, teachers spend less time teaching, because teacher education institutions depend on experienced and qualified teachers to mentor student teachers too. After the workshop and during discussions, teachers discovered that they could also benefit from mentoring and assessing student teachers' WIL.

6.3.4.4 Mistrust and lack of support to student teachers on WIL assessment

The mistrust and lack of support to student teachers on the assessment of WIL was a threat that could hamper the success to include the voices of student teachers in the assessment of WIL (see 2.7.4). Little support by and trust from practising schools were some of the threats that could hamper the success of a study about the WIL assessment of university student teachers. Co-researchers were concerned about the envisaged support and trust from practising schools, as insufficient support and trust would affect the study negatively. At the start of the WIL programme, student teachers did not receive full support from the teachers as their mentors. The threat posed by insufficient support and trust from practising schools relates to what Kim and Hannafin (2016:445) suggest, namely that students need instructional support to increase their awareness, so that they can manage their cognitive load, and automate evaluation of the specific task over a given period. Things changed during the WIL programme after the intervention of this study. TLT and PAR assisted co-researchers in the study to change for the better. They were transformed and realised the need for collaboration to support WIL assessment.

6.3.5 Evidence of successful WIL assessment

This section presented the proposed strategy for successful WIL assessment, including the voices of student teachers, as emerged during the study, through the support of the principles of TLT theoretical framework and the principles of PAR paradigm.

6.3.5.1 Acknowledgement of self-assessment of WIL

Acknowledgement of self-assessment in WIL was evidence of success in the work-integrated learning assessment of student teachers. The student teachers in the study were able to do self-assessment using Appendix A. After presenting a lesson, their assessment results were discussed with the assessor, who assessed the same lesson, to reach consensus. Self-assessment of student teachers' WIL was done so that student teachers could develop self-awareness and be committed to conceptualising change in their learning to teach (Clavert *et al.,* 2014:686). If the student teacher and the assessor failed to reach consensus in their discussions, the process of self-assessment was

repeated in the next lessons until they reached an agreement. Having reached consensus, the student teachers understood how the results had been achieved and which area needed to be improved. Consensus enabled student teachers and teachers to come to a decision, which was made through involvement, unlike simple voting. To move forward, participants must be committed to finding solutions that everyone can live with (Resolution Skills Centre, 2019:9). Upon reaching consensus, the assessor would propose a date for formal assessment to the student teacher. The average of the self-assessment and formal assessment of the assessor was accepted as the final mark.

6.3.5.2 Assessors' capacitation on WIL assessment

Capacitation of assessors in WIL assessment was further evidence of success of the assessment of WIL of university student teachers. Teachers in the study were capacitated in the workshop that was held during the WIL programme, and during discussions in the study on how to assess student teachers on WIL. They were capacitated to improve their professional skills relating to teacher development, and the training attempted to emancipate educators to execute their duties despite their lack of training in teacher development (Dube, 2016:148). Having recognised their value after capacitation, teachers were able to support student teachers, both in intercultural relationships and for comprehensive progress of the human character (Funk & Said, 2014:24). The results of capacitation were seen during the implementation of assessment. They were able to do the assessment process as agreed, and the student teachers were willing to accept the assessment results.

6.3.5.3 Trusting relationships between assessors and student teachers during WIL

Trusting relationships between student teachers and mentor teachers during WIL were further evidence of the success of the WIL assessment of student teachers. The relationship was built between the stakeholders during their meetings. Teachers learnt to trust that student teachers were offering new content knowledge and new teaching methods gained from their studies at the university. The existing trust between teachers and student teachers influenced the experiences of student teachers positively during WIL, so that student teachers started to perceive teaching as a profession (Mannathoko,

2013:115). Teachers accepted that they could learn new things from the student teachers, and student teachers were able to seek clarity on issues related to lesson presentation. There was good interaction between teachers, as mentors to students, and student teachers during WIL.

6.3.5.4 University lecturers' visits to students during WIL

Further evidence of the success of student teachers' WIL assessment was frequent visits by university lecturers to students during WIL. Lecturers, as assessors from the university, not only visited the school to assess students. They also visited the school regularly to observe the progress of student teachers and teachers as mentors. They further played a mentorship role to student teachers and teachers by assisting with resources for the lessons. The frequent visits by lecturers to students at school during WIL lead to the co-researchers in the study frequently announcing their commitment in the struggle to improve WIL assessment (Kincheloe *et al.*, 2011:165). Lecturers were present during self-assessment, discussions and arrangements for formal assessment.

6.3.5.5 Reducing misuse of WIL assessment

The reduction of assessment misuse in WIL was further evidence of the success of the WIL assessment of university student teachers. Assessors in the study used summative assessment to follow up on formative assessment, as post-assessment that may include and integrate with other topics (Chróinín & Cosgrave, 2013:221). There were no reports of assessment misuse by anyone who was involved in the WIL programme. Misuse of assessment was unlikely, because everyone was busy with assessment, with co-researchers working on a system to achieve the final results.

In general, all the above-mentioned points serve as evidence of the success of the WIL assessment of student teachers who were involved in the study that used TLT. These points are an acknowledgement of self-assessment of WIL, teacher capacitation on the assessment of WIL, trusting relationships between student teachers and mentor teachers during WIL, frequent visit to students during WIL by university lecturers, and the reduction of assessment misuse in WIL.

6.4 PROPOSED STRATEGY TO PREPARE WIL ASSESSMENT USING TLT

The section proposed the strategy to ensure the success of WIL assessment by including the voices of student teachers in the assessment of WIL (see Figure 6.5). The proposed strategy was informed by literature, best practices in other countries, empirical data and my personal experience as a lecturer in the WIL programme.

6.4.1 Transformative learning supports to overcome challenges in WIL assessment

A proposed strategy to include the voices of student teachers in the assessment of WIL recommends engaging all stakeholders who are involved in the WIL programme. Engaging all stakeholders addresses the challenge of misunderstandings relating to the assessment of WIL by different people (see 2.3.2). This current study involved education lecturers, schoolteachers who assessed WIL and student teachers. All education lecturers were directly or indirectly involved, because they all prepared students who were planning to enter teaching as a profession, and all lecturers had knowledge of teaching methods and content that had been obtained during their subject specialisation in their undergraduate education degrees (Boud & Molloy, 2013:700). Lecturers were responsible for representing the university to assess student teachers through both formative and summative assessment for the purposes of WIL (Aspden, 2017:132). Involving every lecturer in the assessment of WIL provides an opportunity to those who do not lecture teaching modules to focus on the developments in education as a profession. It creates space for them to voice their opinions about the development of teaching modules. Those who lecture teaching modules could observe how their students perform in teaching in the authentic environment.

School teachers were included in the assessment of WIL because of their experience of teaching, particularly in the subjects they teach, by mentoring and assessing student teachers. They are required by the MRTEQ policy to mentor and formally assess student teachers assigned to them for WIL (DHET, 2015). The university, as a teacher education institution, relies on these teachers at schools to share their experience and successes,

and support student teachers for sustainable professional development. University student teachers are obliged by the profession to practise their teaching in an authentic environment for a prescribed period, in order for them to qualify for a teaching degree. They are expected to teach learners under supervision of the subject teachers, who mentor them in the process, to be formally assessed for the WIL programme. Before this study, university student teachers were not engaged in the assessment of WIL, and the assessment results were only provided by lecturers and teachers (Ion & Stingu, 2014:245; Jones, 2005:1). At no stage were the views or comments of student teachers taken into account in the assessment of WIL.

Student teachers had their voices listened to in the assessment of WIL during this study because of collaborative assessment by the co-researchers to find solutions to addressing the challenges faced by WIL assessment. Student teachers, lecturers and teachers worked together to assess WIL from the beginning of assessment to the final results (see 5.3.1).

6.4.2 Transformative learning proposes solutions to problems in assessing WIL

Another recommendation of the strategy is to include the voices of student teachers in the assessment of WIL to capacitate lecturers, schoolteachers and student teachers in WIL assessment before actual assessment. Capacitation of co-researchers in the study addressed a lack of training in WIL assessment. The literature indicates (see 2.4.1) that assessors have to differentiate between formative and summative assessment in WIL (Crisp, 2012:33). A workshop was presented during the study to capacitate teachers on the assessment of WIL; this was done before the start of the WIL process, to obtain input and feedback from lecturers, as practitioners who can provide substantial benefits for student learning, and ensure that content and skills to which students are exposed are current (Hodges, 2011).

External coaches who were appointed by the university to assist with assessment also took part in the training. At this workshop, the lecturers and external coaches were introduced to the tools to be used for assessment, and informed about the way to conduct

the mentoring and assessment process for WIL. This workshop served to remind lecturers who were not involved in lecturing teaching methods of some of the methods used for teaching and learning, and to ask clarity-seeking questions about the process of WIL.

Before the start of assessment, there was also a workshop for teachers who would be mentors and assessors of student teachers at schools, to introduce them to the assessment tools to be used and the overall expectations of the WIL programme. The workshop created a platform for student teachers to have their voices included in the assessment of WIL. Co-researchers commented that the capacitation of lecturers, teachers and student teachers on WIL assessment addressed the challenge of lack of purpose of the assessment of WIL (see 5.3.2).

6.4.3 Empowering transformative learning for WIL self-assessment

The proposed strategy recommends that the forms used for assessing student teachers should make provision for self-assessment to include the voices of student teachers in the assessment of WIL; doing so would address the challenge caused by using ineffective tools to assess WIL (see 2.4.5). The self-assessment should take place before formal assessment and should be followed by discussions, after the lesson, with the assessor who had also assessed the same lesson. Self-assessment practices promote the success of assessment by engaging team members to develop a shared understanding of assessment requirements and standards, and evidence that demonstrates differing qualities of performance (Adie *et al.*, 2013:968). The use of self-assessment in the study was another way of having the voices of student teachers included in the assessment of WIL.

The student teacher and the assessor should be able to reach consensus on assessment results by using the self-assessment form, or they should arrange to start the assessment process from self-assessment in the following lesson, before doing formal assessment. Applying the same process for formal assessment, with the final mark being calculated as the average of the student self-assessment mark and the assessor's mark. The self-assessment results stimulate student teachers to reflect on their learning to teach, and

reinforce the assessor's role as a mentor who also reflects on the progress of the student teacher. All these proposals were made by co-researchers, who suggested the inclusion self-assessment in the assessment form, thereby giving student teachers the opportunity to comment on the assessment results (see 5.3.4).

6.4.4 Transformative learning promoting mutuality and cultivating empathy in WIL assessment

Lastly, the strategy to include the voices of student teachers in the assessment of WIL suggests to promote collaboration between lecturers and schoolteachers in the mentoring and assessment of WIL. The collaboration of these stakeholders addresses the challenge posed by an increased workload for teachers as a result of the assessment of WIL (see 2.4.3). The university, as a teacher education institution, should build a working relationship with practising schools to ensure the proper implementation of WIL assessment. The collaboration of co-researchers in the study also addressed a problem the study identified, namely, the necessity for transparency and understanding in relation to the purpose and practice of WIL assessment (Haigh & Ell, 2014:21). Student teachers need instructional support to increase their awareness, so that they can manage their cognitive load and automate evaluation of the specific task over a given period (Kim & Hannafin, 2016:445). The relationship between the university and schools facilitated collaboration between lecturers and subject teachers who mentored and assessed student teachers in the programme. The voices of the student teachers were included through collaboration that existed in the study.

The collaboration of co-researchers in the study confirms the best practice reported by a New Zealand study, which affirms that WIL assessment is a social and relational act that is influenced by the interpersonal relationships of the key participants (Aspden, 2017:132). If teaching and learning resources are not available at the school, and the university could provide it, existing collaborative relationships should assist lecturers to provide these resources for use in class. One lecturer should be allocated a maximum of 10 students to mentor and assess, who are placed at one or different schools close to one another. This ensures that the lecturer is available during school hours for mentoring

and assessing. As far as possible, lecturers should be allocated student teachers according to their subject specialisations in their junior degree in education, for instance, languages, natural sciences, social sciences, or commercial sciences. Student teachers should, if possible, also be placed at schools according to these subject specialisations.

6.4.5 Implementing WIL assessment in controlled phases

The proposed strategy to include the voices of student teachers in the assessment of WIL suggest that WIL assessment be implemented in three phases, thereby making the process more effective and fruitful for all involved. The three phases of WIL assessment addresses two challenges relating to the assessment of WIL, the workload of teachers (see 2.4.2) and lack of training on WIL assessment (see 2.4.1). The three proposed phases of assessment of WIL are in line with a practice in Australia for the mentoring of student teachers and selecting and implementing teaching strategies to meet their learning needs using three stages (Hudson, 2014:112). The Australian study proposes three stages: pre-action, in-action and post-action. The pre-action stage occurs before the student teacher starts teaching, and it includes mentor-mentee interactions for learning how to plan and implement strategies for differentiation. The in-action stage involves the student teachers in their role as teachers, implementing a planned lesson. The post-action stage incorporates interactions between the teachers as mentors, and student teachers after a lesson. The difference between this study and the study conducted in Australia is that the latter used the three stages for the mentoring process in WIL, and this study three phases for the process of WIL assessment were used.

In the next subsections, I will discuss the three phases of WIL as proposed and tested in this study to achieve transformative WIL assessment, namely, the preparation phase, the implementation phase and the final assessment phase.

6.4.5.1 Preparation phase

The preparation phase took place immediately after the student teachers had been assigned schools, but had not yet reported to schools for WIL. In this phase, the lecturers and external coaches were capacitated on the assessment of WIL. The capacitation

included discussions on the general assessment forms (Appendix D) to be used for WIL at all schools. Lecturers and external coaches were assigned schools and students to mentor and assess for the WIL programme. The general assessment form (Appendix D) was developed and applied to WIL assessment by the university; it did not make provision for student teachers to make comments about their assessment results. The teaching practice officer and the teaching practice lecturer made appointments with practising schools to capacitate mentor teachers on mentoring and assessment of student teachers who had been assigned to their schools for WIL.

Capacitation at the school under study consisted of four teachers who were mentors and assessors of student teachers; six student teachers who were in their third year of study at the university; the teaching practice officer of the university; and a teaching practice lecturer. We worked as co-researchers and discussed the assessment form (Appendix D) to be used for WIL, and agreed that it needed modification to include the views of student teachers (see 5.2.5). We finally reached an agreement to use assessment forms that would involve student teachers – Appendix A was to be used by student teachers for self-assessment; Appendix B by the assessors and student teachers; and Appendix C was to be used for summative assessment.

Another meeting was held with co-researchers to establish a working relationship between the teachers and student teachers for mentoring and the assessment of WIL. Eruera (2010:2) indicates that the beginning of a PAR project is often characterised by a reflection exercise, during which groups of people identify a thematic concern about issues, which they turn into a common goal. We met with student teachers to discuss how we would work together on the WIL programme, and how we would meet for mentoring and assessment (see 4.9.1). We considered the personal timetables of the mentor teachers and discussed how we were going to work together to mentor and assess student teachers, and agreed on a meeting place for visits to student teachers. After the discussions, we met with the school principal to make him aware of the WIL programme and to indicate how we were going to work together with the teachers and student teachers at the school.

6.4.5.2 Implementation phase

The implementation phase took place as planned in the preparation phase. Student teachers presented lessons in class and other members of the team acted as observers (see 4.9.7). Having observed and discussed lessons presented by the teachers, student teachers had to prepare lessons for presentation in class the following day. These lessons were observed by other co-researchers. Student teachers did self-assessment using the form attached as Appendix A, and we discussed their self-assessment results in a meeting after school. Presentations by student teachers, followed by self-assessment and discussions, were a daily activity until student teachers indicated their readiness to be assessed by the teachers and lecturers as part of formative assessment, which used the form attached as Appendix B. The assessor and the student teacher presenting the lesson used the same form (Appendix B), on which student teachers allocated marks in the column for students, and assessors allocated marks in the column for assessors. Thereafter, the student teachers and the assessor discussed the respective marks allocated to reach consensus.

If the student teacher and the assessor could not achieve consensus, they agreed to repeat the assessment using Appendix A, and to discuss the assessment again. During lesson observation, co-researchers noted whether student teachers were enjoying their teaching experience. Teachers also observed whether students in the study would be able to effect change at the school, should they be employed upon completion of their professional training. To avoid compromising teaching time and the CAPS document, lessons were presented according to the school timetable. After reaching consensus, the student teachers and the assessor agreed on a date for the summative assessment of WIL, which would be done by the assessor using the form attached as Appendix C.

6.4.5.3 Final assessment results

The final assessment phase took place after the mentoring and completion of formative assessment forms, Appendix A and Appendix B, to finalise the assessment using Appendix C. The phase started after the assessors and student teachers had reached consensus on the formative assessment, which included self-assessment. They agreed

that the assessor could do summative assessment during the next lesson using Appendix C, and that the final results score would be the average of the marks in Appendix B (self-assessment), and Appendix C (the assessor mark). Page 275 provides a sample of the final score of one student with the application of the three forms as calculated below.

Student A: Self-assessment (Appendix A):   90%

Self-assessment (Appendix B):   82%

Assessor (Appendix B):   70%

Average of Appendix B: 76%

The student and the assessor reached consensus and the assessor allocated a mark of 80% for summative assessment (Appendix C). The final score became 76%, which was the average of Appendix B and Appendix C. Figure 6.1 below provides the structure of the proposed framework for WIL assessment.
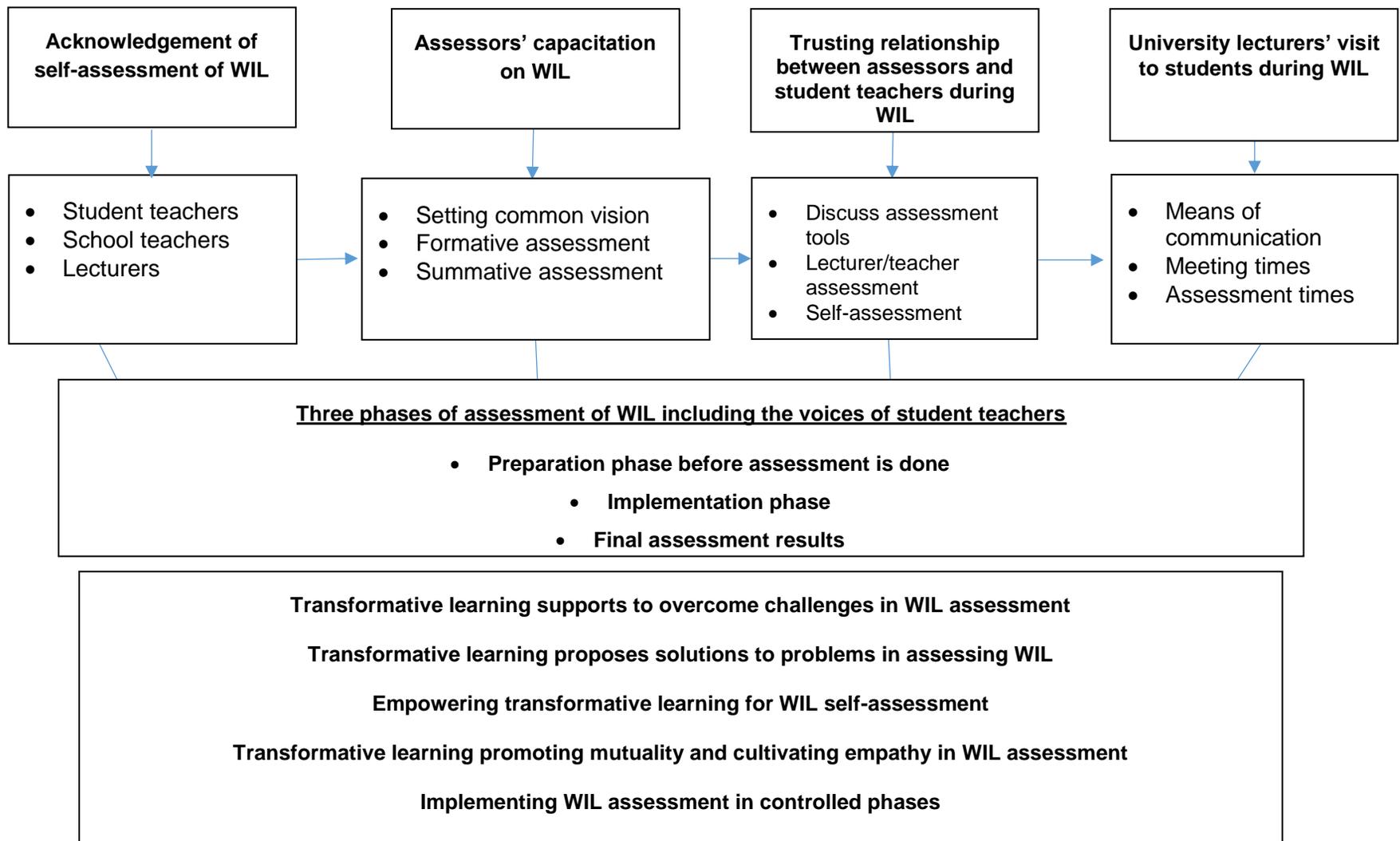
Acknowledgement of self-assessment of WIL	Assessors' capacitation on WIL	Trusting relationship between assessors and student teachers during WIL	University lecturers' visit to students during WIL
• Student teachers • School teachers • Lecturers	• Setting common vision • Formative assessment • Summative assessment	• Discuss assessment tools • Lecturer/teacher assessment • Self-assessment	• Means of communication • Meeting times • Assessment times

Three phases of assessment of WIL including the voices of student teachers

- **Preparation phase before assessment is done**
- **Implementation phase**
- **Final assessment results**

Transformative learning supports to overcome challenges in WIL assessment

Transformative learning proposes solutions to problems in assessing WIL

Empowering transformative learning for WIL self-assessment

Transformative learning promoting mutuality and cultivating empathy in WIL assessment

Implementing WIL assessment in controlled phases

Figure 6:1: Framework for the assessment strategy of WIL

6.5 LIMITATIONS OF THE STRATEGY

This section will discuss the limitations of the strategy that is suggested in Figure 6.1 in light of the South African context and its implications for policy of assessment, timeframe of WIL, availability of resources, and expertise to execute such an approach.

6.5.1 Education departments in South Africa

Education in South African is administered by two education departments, the Department of Basic Education (DBE) and the Department of Higher Education and Training (DHET). Two different departments administer formal curriculums and assessment in South Africa, the DBE and the DHET. The DBE administers the formal curriculum using the National Curriculum Statement from Grade R to Grade 12 (DBE, 2012:3). The National Curriculum Statement explains assessment as a process of collecting, analysing and conceiving information to assist teachers, parents and other stakeholders to make decisions about the progress of learners. Furthermore, the policy indicates that classroom assessment should provide an indication of learner achievement in the most effective and efficient manner, by ensuring that adequate evidence of achievement is collected using various forms of assessment. Kanjee (2009:68) asserts that the primary purpose of assessment at the classroom level is to assist teachers and learners to determine, monitor and improve performance. Kanjee indicates that, when assessment is used effectively in a classroom, it assists teachers to identify learner strengths and weaknesses. It provides teachers with ideas for relevant interventions, allows teachers to evaluate their teaching approaches, and provides information to learners on what they need to do to improve their understanding.

The general purpose of any national assessment is explained by Kanjee and Moloi (2014:92) as to improve education outcomes. They list four key functions of assessment: to ensure accountability; to assure quality control; to provide instructional diagnosis; and to identify needs and allocate resources. With these considerations in mind, I therefore

conclude that the policies of assessment as determined by the DBE focus only on the assessment of learners in schools, with no reference to higher education.

A limitation of the proposed strategy for the assessment of WIL is that schoolteachers are more experienced in relation to assessment as determined by the DBE, and we expected them to be experts in assessing WIL, which does not fall under the curriculum of the DBE. Assessment of higher education is determined by the course curriculum, which is designed so that students work to meet its assessment requirements (Clarence, Quinn & Vorster, 2015:2). These researchers indicate that assessment signals to students what their lecturers regard as important and thus, what students should pay attention to for them to achieve the purposes and outcomes of a course.

I identify as a limitation of the proposed strategy for assessment of WIL the expectation that lecturers do WIL assessment as if it is a homogenous activity, whereas the teaching and learning contexts of student teachers differ from one subject or module to another and from one classroom to another (Nyamupangedengu, 2017:115). The proposed strategy of WIL means knowledge of one student regarding teaching becomes a prerequisite of the lecturers, who would want to choose teaching strategies that would enable epistemological access for the student teacher.

6.5.2 Timeframe of work-integrated learning

This section will discuss the timeframe of WIL as another limitation of the proposed strategy for WIL assessment (see 5.5.3). Placement, supervision and mentoring of student teachers in the WIL programme increase the pressure on the hosting schools (Kizilaslan, 2012:244). These activities are not once-off activities – they demand time from the practising schools and teachers. The issue of the short timeframe was confirmed by a student teacher and a teacher in the study, who remarked:

> Student E: *"The short timeframe of WIL programme to be assessed before one can adjust to teaching, especially to be observed by experienced teachers."*

> Teacher A*: "I agree with the student teachers. The timeframe for WIL is short to see the outcomes of your teaching. You are leaving before learners write exams."*

The implication of this limitation of the strategy is that student teachers are assessed before the learners they taught are assessed for learning. Therefore, the assessment of WIL is done before student teachers receive feedback on their outcomes from the learners they taught. Student teachers are assessed merely to fulfil the needs of the programme.

6.5.3 OTHER LIMITATIONS

The ground from which assessment of student teaching is deemed to be unfair is done from a point of form that from substance. This is a limitation in the study as the essence of teaching as a practice ignored in favour of the structure and logical organization of assessment sessions during WIL. Another limitation is that the study privileges everyday and experiential knowledge over theoretical knowledge, and contextually embedded knowledge over abstracted generalized knowledge.

6.6 CONCLUSION

Chapter 6 started by restating the aim and objectives of the study to refresh the reader's focus on the study. The chapter furthermore presented the findings and recommendations for a successful approach to the WIL assessment of university student teachers. It discussed limitations of the proposed strategy for the assessment of WIL. The chapter ends by providing a summary of the findings to prepare WIL assessment of university student teachers by investigating the conceptions of student teachers and schoolteachers as mentors and assessors to WIL.

The next chapter will provide a summary of the study.

CHAPTER 7:
SUMMARY, RECOMMENDATIONS AND LIMITATIONS OF THE STUDY

7.1 INTRODUCTION

This chapter summarises the whole study, starting with an overview of what was discussed in each chapter. It presents the recommendations, limitations of the study and my final words, as a primary researcher.

7.2   CHAPTER 1: INTRODUCTION AND BACKGROUND

Chapter 1 served as an introduction of the study by outlining the aim of the study, namely to prepare assessment of WIL using TLT by including the voices of student teachers. I stated the objectives of the study and the research questions. The background of the assessment of WIL in South African schools was described. I pointed out that the problem of assessing WIL of university student teachers was that it was judgmental of student teachers, because they were not engaged. The contribution of the study to academia and the social space was proposed. In this chapter I also introduced readers to TLT, PAR and CDA. The delimitation of the study was also discussed.

7.3   CHAPTER 2: THEORETICAL FRAMEWORK

Chapter 2 focused on the origins of TLT from the critical theory of Mezirow and Paulo Freire. Mezirow indicates that TLT is developed with adult learning as the basic approach. It adopts mental, emotional and knowledge transformation of people to new approaches of learning (Uyanik, 2016:127). Paulo Freire developed TLT with social and emancipatory perspectives to change the level of people's consciousness about issues of marginalisation and segregation (Shan & Butterwick, 2017:6). The principles of TLT, according to Paulo Freire, included purposeful learning change and enforcing a democratic social orientation to improve the human condition by empowering participants in research.

The chapter discussed TLT from a transformative research paradigm, exclusive of other research paradigms, positivism and post-positivism. TLT was chosen for this study because it would be supportive of the challenges of mutuality and social orientation, and empathetic in relation to the aim and objectives of this study, which related to changing the frame of reference of students in an inclusive and integrative way. Social change is desirable in relation to TLT, to align it with democratic values such as social justice, equity and recognition. Transformative paradigm was discussed in the chapter, largely because TLT is part of this paradigm. In discussing transformative paradigm, the focus was on its axiology, ontology, epistemology and methodology.

This chapter furthermore compared TLT to other theories of assessment: cognitive-based assessment theory; sociocultural theory; achievement goal theory; sustainable assessment theory; and Bloom's taxonomy. Cognitive-based assessment theory includes "cognitive-domain or competency models, learning progressions, and principles for summative or formative assessment and professional support" (Van Rijn, 2016:83). Sociocultural theory encourages the development of expertise in a domain, to involve a cognitive apprenticeship in culturally valued practices (Van Rijn, 2016:83). Achievement goal theory is mastery and performance-focused (Daniels & Poth, 2017:837). Sustainable assessment theory is about aligning assessment with teaching and learning for the purpose of equipping students to assess their abilities to learn in a variety of non-academic situations after graduation (Beck *et al.*, 2013:328). Bloom's taxonomy consists of six levels of learning, in ascending order of complexity, knowledge, comprehension, application, analysis, synthesis and evaluation (Kozikoglu, 2018:52).

The chapter discussed the purposes of WIL and how it is implemented in different countries. Lastly, the chapter defined the concepts used in the study, assessment, university student teacher, transformational learning and work-integrated learning, by dictionaries, encyclopaedias and by literature, to help the reader understand how the terms were used in the study.

7.4   CHAPTER 3: LITERATURE REVIEW

Chapter 3 focused on a review of literature on the assessment of WIL of university student teachers using TLT, in an attempt to respond to the objectives of the study. The first objective of the study was to identify the challenges related to the assessment of WIL of university student teachers. The review of related literature examined various proposed solutions, including the best practices of other countries to respond to the challenges of assessment in general. The study focused on countries like the United Kingdom, Australia and Zimbabwe.

The third objective of the study was to identify the conditions necessary for the successful assessment of WIL of university student teachers. One of the conditions noted was the need for teacher capacitation regarding the assessment of WIL. Literature that addresses the anticipated threats in response to the fourth objective of the study, was quoted. Increased workload of both lecturers and teachers at schools was one of the threats to the assessment of WIL. The literature focused on anticipated successes associated with assessment of WIL of university student teachers. One of the successes noted was the development of an assessment form that engaged students in self-assessment.

7.5   CHAPTER 4: RESEARCH METHODOLOGY AND DESIGN

Chapter 4 focused on the approach used to generate data, namely PAR. The discussion was divided into two major categories, namely the theorisation of PAR, its origins and importance as a research approach, how it is viewed as a social process, and emancipation as practical, collaborative, reflexive and evaluation. PAR was chosen for this work largely because of its "emancipation and empowerment of the members who have been pushed to the periphery of the society" (Eruera, 2010:1). Given this, PAR complements TLT in its emancipatory endeavours.

The second section focused on how the data were generated with participants, who later became co-researchers in the study, because they were fully engaged until the analysis stage of the study. Furthermore, Chapter 4 discussed CDA. This chapter indicated how

the generated data were analysed through the three legs of CDA: textual level analysis, discursive level analysis and social practice level analysis. CDA complements the efforts of TLT and PAR to improve the lives of disadvantaged members of a community.

7.6   CHAPTER 5: PRESENTATION AND ANALYSIS OF DATA

The chapter focused on the presentation, analysis and conception of data by research. The data presented in the chapter responded to the objectives of the study and, ultimately, attempted to fulfil the achievement of the study's aim, which was to prepare the assessment of WIL using TLT by including the voices of student teachers. Data presented were analysed through the use of CDA and, in particular, through the three legs of CDA. Given the discussions with co-researchers, I reached several conclusions on the transformational assessment of WIL. The data presented and analysed contributed significantly to the formulation of an assessment form that engaged the students.

7.7   CHAPTER 6: FINDINGS AND RECOMMENDATIONS

Chapter 6 summarised the various findings of co-researchers. A key finding was that all stakeholders involved in the assessment WIL – the lecturers, schoolteachers and student teachers – should be capacitated for assessment before implementation. The study proposed three phases for the implementation of the assessment of WIL of student teachers; the preparation phase, which takes place before student teachers report to schools for WIL; the implementation phase, which takes place during WIL, while student teachers are at schools for WIL, and the final phase, comprising the last assessment to formalise the assessment results. The study came up to four findings to the assessment of WIL, proper understanding and implementation of assessment instruments to include the voices of student teachers and school teachers, proper understanding and implementation of the initial teacher education and assessment policies of WIL, school teachers to take WIL as part of their workload at school, and that WIL increases communication between the assessors and the students. Further studies are

recommended to look at other activities that are not covered by this study on assessment of WIL.

7.8   SUMMARY, RECOMMENDATIONS AND LIMITATIONS OF THE STUDY

Chapter 7 is the last chapter of the study presenting the summary of the whole study, the recommendations proposed by the study, the limitations of the study and lastly the final word of the primary researchers of the presented study.

7.9   FINAL WORD

The study has been one of the most humbling and educational experiences of my life, in particular, because I was dealing with issues that were sensitive to teachers, lecturers and student teachers of a teacher preparation programme who were involved in WIL. Initially, it was not easy to assemble the four teachers and student teachers for the first meeting, because of the power issues teachers displayed to dominate student teachers. The teachers started to respond to the invitations after the first meeting, which clarified the aim of the study, and they realised that the study did not intend to expose their faults, but to investigate the assessment of the WIL programme and determine the best way we could improve the programme together. Their understanding was the result of following the principles of PAR, as the research approach, which are emancipation, shared ownership of the research project, analysis of the WIL programme, and an orientation to the assessment of WIL (Shea *et al.*, 2013:4). Teachers, student teachers and the teaching practice officer understood that we would work as co-researchers throughout the study. Through the study I was also personally transformed to accept the views of other people, positively and without judgment. The research study also involved a reward for me, to visit the United States of America to explore the way that a country assesses teacher preparation programmes.

7.10 RECOMMENDATIONS FOR FURTHER STUDY

All these four findings for the need of assessment of WIL discovered in this study were addressed during the study by following the cycle of PAR, through workshops, group discussion meetings and reflections. Recommendations for the future are that teacher education institutions present workshops for schoolteachers to capacitate them on the assessment of WIL, and have regular meetings with the schoolteachers and student teachers before they assess the WIL programme.

7.11 LIMITATIONS OF THE CURRENT STUDY

This study had certain limitations. I recommend that other researchers exploit these weaknesses to improve the study of assessment of WIL at schools. One of the limitations of this study is that the study focused on engaging student teachers in the assessment of WIL in classroom teaching only, while WIL involves more than practising to teach. The strategy does not address the assessment of other activities at the school that student teachers need to practise as teachers, such as extramural activities and administrative duties. I therefore recommend further studies on the engagement of student teachers in the assessment of WIL in these other school activities that are not addressed by the strategy this study proposes.

7.12 CONCLUSION

Chapter 7 concluded this study. I summed up the contents of each chapter by highlighting selected issues. I also pointed out the limitations of the study, which other scholars could exploit to find research space and, moreover, improve the assessment of WIL of student teachers at other institutions. My final word as I reflect on this research journey was an attempt to produce a different approach to assessment. This research study transformed me and, upon its completion, I can relate to teaching as a profession with even greater respect and love.

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APPENDICES

APPENDIX A: STUDENT TEACHER ASSESSMENT FORM: SELF-ASSESSMENT
ASSESSMENT REPORT FOR LESSONS PRESENTED
SENIOR AND FET, AND INTERMEDIATE PHASE

Student Surname and Initials:	
Student Number:	
Name of the School and Grade:	
Subject/Learning Area:	
Topic/Content Area:	
Date of Assessment:	
Assessment Number:	

INSTRUCTIONS:

- Student and rate the marks on the space provided and write comments for discussion with the observer after the lesson presentation
- Rate the score: **1=Low, 2=Average, 3=High, 4=Very High, 5=Excellent**

PREPARATION	MARKS
Lay-out of lesson plan: neat, logical, comprehensive and sequential	
Purpose and skills identified (CAPS)	
Teaching aids: neat, appropriate, original	

Motivation by student on achievement or not achieving: _____

_____

ROLE OF THE TEACHER IN CLASS	MARKS
Creative introduction	
Original ideas	
Language usage	
Interaction and rapport with learners	
Questioning techniques	
Knowledge of the Content Area	

Knowledge of Assessment techniques	

Motivation by student on achievement or not achieving: _____

_____

LEARNER ACTIVITIES	MARKS
Integration into lesson presented	
Meaningfulness – are activities appropriate	
Activities stimulating to learners?	
Promoting participation and cooperation	
Achievement of lesson purpose	

Motivation by student on achievement or not achieving: _____

_____

LEARNERS	MARKS
Quality of learner participation (interested, bored, disciplined, cooperative)	
Understanding the concepts taught and they complete activities	

Motivation by student on achievement or not achieving: _____

_____

CLASSROOM MANAGEMENT	MARKS
Discipline	
Time management	
Effective use of resources and teaching aids	

Motivation by student on achievement or not achieving:

TOTAL: /100

Consensus reached: YES/NO   If YES, DATE of Summative Assessment: _____

If NO: Motivation: _____

Signature of Student: _____   **Assessor's name and Signature:** _____

Student Surname and Initials:	
Student Number:	
Name of the School and Grade:	
Subject/Learning Area:	
Topic/Content Area:	
Date of Assessment:	
Assessment Number:	

INSTRUCTIONS:

- Assessor rates the marks of student on the space provided and writes the comments for discussion with the student after the lesson presentation
- Rate the score: **1=Low, 2=Average, 3=High, 4=Very High, 5=Excellent**

PREPARATION	MARKS
Layout of lesson plan: neat, logical, comprehensive and sequential	
Purpose and skills identified (CAPS)	
Teaching aids: neat, appropriate, original	

Motivation by student on achievement or not achieving: _____

_____

ROLE OF THE TEACHER IN CLASS	MARKS
Creative introduction	
Original ideas	
Language usage	
Interaction and rapport with learners	
Questioning techniques	
Knowledge of the content area	
Knowledge of assessment techniques	

Motivation by student on achievement or not achieving: _____

_____

LEARNER ACTIVITIES	MARKS
Integration into lesson presented	
Meaningfulness – are activities appropriate	
Activities stimulating to learners?	
Promoting participation and cooperation	
Achievement of lesson purpose	

Motivation by student on achievement or not achieving: _____

_____

LEARNERS	MARKS
Quality of learner participation (interested, bored, disciplined, cooperative)	
Understanding the concepts taught and they complete activities	

Motivation by student on achievement or not achieving: _____

_____

CLASSROOM MANAGEMENT	MARKS
Discipline	
Time management	
Effective use of resources and teaching aids	

Motivation by student on achievement or not achieving: _____

_____

TOTAL: /100

Consensus reached: YES/NO   If YES, DATE of Formal Assessment: _____

If NO: Motivation: _____

Signature of Student: _____   **Name and Signature of Assessor: _____**

APPENDIX C: ASSESSOR
SUMMATIVE ASSESSMENT REPORT FOR LESSONS PRESENTED
SENIOR AND FET, AND INTERMEDIATE PHASE

Student Surname and Initials:	
Student Number:	
Name of the School and Grade:	
Subject/Learning Area:	
Topic/Content Area:	
Date of Assessment:	

INSTRUCTIONS:

- Assessor rates the marks of student on the space provided and writes the comments for discussion with the student after the lesson presentation
- Rate the score: **1=Low, 2=Average, 3=High, 4=Very High, 5=Excellent**

PREPARATION	**MARKS**
Layout of lesson plan: neat, logical, comprehensive and sequential	
Purpose and skills identified (CAPS)	
Teaching aids: neat, appropriate, original	

Motivation by assessor on achievement or not achieving: _____

_____

ROLE OF THE TEACHER IN CLASS	**MARKS**
Creative introduction	
Original ideas	
Language usage	
Interaction and rapport with learners	
Questioning techniques	
Knowledge of the content area	
Knowledge of assessment techniques	

Motivation by assessor on achievement or not achieving: _____

_____

LEARNER ACTIVITIES	MARKS
Integration into lesson presented	
Meaningfulness – are activities appropriate	
Activities stimulating to learners?	
Promoting participation and cooperation	
Achievement of lesson purpose	

Motivation by assessor on achievement or not achieving: _____

_____

LEARNERS	MARKS
Quality of learner participation (interested, bored, disciplined, cooperative)	
Understanding the concepts taught and they complete activities	

Motivation by assessor on achievement or not achieving: _____

_____

CLASSROOM MANAGEMENT	MARKS
Discipline	
Time management	
Effective use of resources and teaching aids	

Motivation by assessor on achievement or not achieving: _____

_____

TOTAL: /100

Signature of Student: **Name and Signature of Assessor:**

APPENDIX A: STUDENT TEACHER ASSESSMENT FORM: SELF-ASSESSMENT
ASSESSMENT REPORT FOR LESSONS PRESENTED
SENIOR AND FET, AND INTERMEDIATE PHASE

Student Surname and Initials:	
Student Number:	
Name of the School and Grade:	
Subject/Learning Area:	Geography
Topic/Content Area:	settlement
Date of Assessment:	08 / 07 / 2019
Assessment Number:	01

INSTRUCTIONS:

- Student and rate the marks on the space provided and write comments for discussion with the observer after the lesson presentation
- Rate the score: **1=Low, 2=Average, 3=High, 4=Very High, 5=Excellent**

PREPARATION	MARKS
Lay-out of lesson plan: neat, logical, comprehensive and sequential	4
Purpose and skills identified (CAPS)	4
Teaching aids: neat, appropriate, original	4

Motivation by student on achievement or not achieving: My lesson plan is
neat, logical and comprehensive and I used
teaching Aids

ROLE OF THE TEACHER IN CLASS	MARKS
Creative introduction	4
Original ideas	4
Language usage	4
Interaction and rapport with learners	4
Questioning techniques	4
Knowledge of the Content Area	4
Knowledge of Assessment techniques	4

Motivation by student on achievement or not achieving: I started the
lesson by asking the prior knowledge

LEARNER ACTIVITIES	MARKS
Integration to lesson presented	4
Meaningfulness- Are activities appropriate.	4
Activities stimulating to learners?	4
Promoting participation and co-operation	5
Achievement of lesson purpose	4

Motivation by student on achievement or not achieving: ___The learners were___

___interested in my class_____

LEARNERS	MARKS
Quality of learner participation (interested, bored, disciplined, co-operative)	4
Understanding the concepts taught and they complete activities	5

Motivation by student on achievement or not achieving: _____

___Learners were interested in my topic. They were___
___laughing._____

CLASSROOM MANAGEMENT	MARKS
Discipline	4
Time management	4
Effective use of resources and teaching aids	4
	82

Motivation by student on achievement or not achieving: _____

___my class was discipline._____

TOTAL: 82/100

Consensus reached: YES/NO   If YES, DATE of Summative Assessment:_11 /07 /2019

If NO: Motivation and the next date of Self-Assessment:_____

_____

Signature of Student: **Assessor's name and Signature:**

APPENDIX B: MENTOR TEACHER/ASSESSOR/STUDENT TEACHER ASSESSMENT FORM
FORMATIVE ASSESSMENT REPORT FOR LESSONS PRESENTED
SENIOR AND FET, AND INTERMEDIATE PHASE

Student Surname and Initials:	
Student Number:	
Name of the School and Grade:	
Subject/Learning Area:	GEOGRAPHY
Topic/Content Area:	
Date of Assessment:	08/07/2019
Formative Assessment	

INSTRUCTIONS:

- Assessor/student rate the marks of student on the space provided and write the comments for discussion with the student after the lesson presentation
- Rate the score: **1=Low, 2=Average, 3=High, 4=Very High, 5=Excellent**

PREPARATION	STUD	ASSES	FINAL
Lay-out of lesson plan: neat, logical, comprehensive and sequential	4	4	4
Purpose and skills identified (CAPS)	4	3	3,5
Teaching aids: neat, appropriate, original	4	3	3,5

Motivation by student/assessor on achievement or not achieving: _____

Not used teaching aids that was relevent to the topic.

ROLE OF THE TEACHER IN CLASS	STUD	ASSES	FINAL
Creative introduction	4	4	4
Original ideas	4	2	3
Language usage	4	3	3,5
Interaction and rapport with learners	4	4	4
Questioning techniques	4	4	4
Knowledge of the Content Area	4	4	4
Knowledge of Assessment techniques	4	3	3,5

Motivation by student/assessor on achievement or not achieving: _____

Need to align the topic with the current issues.

LEARNER ACTIVITIES	STUD	ASSES	FINAL
Integration to lesson presented	4	3	3,5
Meaningfulness- Are activities appropriate.	4	4	4
Activities stimulating to learners?	4	3	3,5
Promoting participation and co-operation	5	3	4
Achievement of lesson purpose	4	4	4

Motivation by student/assessor on achievement or not achieving: _____

Avoid asking questions to only students/learners
who knows the answer. Vary your questions.

LEARNERS	STUD	ASSES	FINAL
Quality of learner participation (interested, bored, disciplined, co-operative)	4	4	4
Understanding the concepts taught and they complete activities	5	4	4,5

Motivation by student/assessor on achievement or not achieving: _____

Learners were participating fully

CLASSROOM MANAGEMENT	STUD	ASSES	FINAL
Discipline	4	4	4
Time management	4	4	4
Effective use of resources and teaching aids	4	3	3,5
	82	70	76

Motivation by student/assessor on achievement or not achieving: _____

The class was discipline.

TOTAL: 76/100

Consensus reached: YES/NO If YES, DATE of Summative Assessment: 11/07/2019

If NO: Motivation: _Reached the Consensus_

Signature of Student   **Assessor's name and Signature**

APPENDIX C: ASSESSOR
SUMMATIVE ASSESSMENT REPORT FOR LESSONS PRESENTED
SENIOR AND FET, AND INTERMEDIATE PHASE

Student Surname and Initials:	
Student Number:	
Name of the School and Grade:	
Subject/Learning Area:	GEOGRAPHY
Topic/Content Area:	
Date of Assessment:	11/07/2019

INSTRUCTIONS:

- Assessor rate the marks of student on the space provided and write the comments for discussion with the student after the lesson presentation
- Rate the score: **1=Low, 2=Average, 3=High, 4=Very High, 5=Excellent**

PREPARATION	MARKS
Lay-out of lesson plan: neat, logical, comprehensive and sequential	4
Purpose and skills identified (CAPS)	4
Teaching aids: neat, appropriate, original	4

Motivation by assessor on achievement or not achieving: The lesson plan
has improved from previous assessment. Identified
CAPS.

ROLE OF THE TEACHER IN CLASS	MARKS
Creative introduction	4
Original ideas	4
Language usage	4
Interaction and rapport with learners	4
Questioning techniques	4
Knowledge of the Content Area	4
Knowledge of Assessment techniques	4

Motivation by assessor on achievement or not achieving: Mo the student
teacher made reference to the current issues relevant
to the topic.

LEARNER ACTIVITIES	MARKS
Integration to lesson presented	4
Meaningfulness- Are activities appropriate.	4
Activities stimulating to learners?	4
Promoting participation and co-operation	4
Achievement of lesson purpose	4

Motivation by assessor on achievement or not achieving: _____

The student teacher was now varying questions and distributing them around the class.

LEARNERS	MARKS
Quality of learner participation (interested, bored, disciplined, co-operative)	4
Understanding the concepts taught and they complete activities	4

Motivation by assessor on achievement or not achieving: _____

Learners were engaged by participation.

CLASSROOM MANAGEMENT	MARKS
Discipline	4 4
Time management	4
Effective use of resources and teaching aids	4

Motivation by assessor on achievement or not achieving: _____

Lot of improvement on the student teacher.

TOTAL: 80/100

Signature of Student: **Name and Signature of Assessor:**

CONSENT FORM: THE STUDENT

Cell No.: 079 340 6956

E-mail Address: dlaminime@ufs.ac.za

Office No.: 058 718 5483

751N BLUEGUMBOSCH

PHUTHADITJHABA

9869

Date: 13 August 2018

Dear Student

REQUEST TO PARTICIPATE IN RESEARCH

I am currently doing research with UFS on using transformative learning theory to enhance assessment of work-integrated learning for university student teachers. Being an education student who is going for work integrated learning in the third year, I request you to take part in this research. Your role in the study will be to prepare a lesson to teach it in class and we will observe you presenting in class. You will also be given the form to do self-assessment and together discuss the results. Participation is optional and you are free to withdraw participation at any stage if you feel like. We will discuss the issues of confidentiality, anonymity and other legal issues about this study with you, as it is important that you fully understand the nature and purpose of this study.

This study complies with the rules and regulations of conducting a research.

If you would like any additional information, you are welcome to contact me on the contact details provided.

Details of my supervisor:

Name: Dr B. Dube

Tel. No.: 058 718 5498

E-mail: dubeB@ufs.ac.za

Please indicate by cancelling what is not applicable and sign below to give consent and return it to me if you would like to participate in this study.

Thank you

M.E. Dlamini (Mr)

I agree/not agree to participate

Name _____   Signature _____

Date _____

CONSENT FORM: THE TEACHER

Cell No.: 079 340 6956 751N BLUEGUMBOSCH

E-mail Address: dlaminime@ufs.ac.za PHUTHADITJHABA

Office No.: 058 718 5483 9869

Date: 13 August 2018

REQUEST TO PARTICIPATE IN RESEARCH

I am currently doing research with UFS on using transformative learning theory to enhance assessment of work integrated learning for university student teachers. I request you to participate in this research study as a teacher who will be mentoring and assessing student teachers during work-integrated learning (WIL). Your role in the study will be to assist student teachers in preparing and presenting the lesson in class. Together we will observe their lesson presentation, discuss the lesson and arrange to do assessment of the lesson presented. Participation in the study is optional and you are free to withdraw participation at any stage if you feel like. We will discuss the issues of confidentiality, anonymity and other legal issues about this study with you, as it is important that you fully understand the nature and purpose of this study.

This study complies with the rules and regulations of conducting a research.

If you would like any additional information, you are welcome to contact me on the contact details provided.

Details of my supervisor:

Name: Dr B. Dube

Tel. No.: 058 718 5498

E-mail: dubeB@ufs.ac.za

Please indicate by cancelling what is not applicable and sign below to give consent and return it to me if you would like to participate in this study.

Thank you

M.E. Dlamini (Mr)

I agree/not agree to participate

Name _____ Signature _____

Date _____

CONSENT FORM: THE TEACHING PRACTICE OFFICER

Cell No.: 079 340 6956 751N BLUEGUMBOSCH

E-mail Address: dlaminime@ufs.ac.za PHUTHADITJHABA

Office No.: 058 718 5483 9869

Date: 13 August 2018

REQUEST TO PARTICIPATE IN RESEARCH

I am currently doing research with UFS on using transformative learning theory to enhance assessment of work-integrated learning for university student teachers. I request you to participate in this research study in your capacity as a teaching practice officer. Your role in the study will be to assist student teachers in during WIL by mentoring them in their lesson preparation, presentation and assessment. Together we will observe their lesson presentation, discuss the lesson and arrange to do assessment of the lesson presented. Participation in the study is optional and you are free to withdraw participation at any stage if you feel like. We will discuss the issues of confidentiality, anonymity and other legal issues about this study with you, as it is important that you fully understand the nature and purpose of this study.

This study complies with the rules and regulations of conducting a research.

If you would like any additional information, you are welcome to contact me on the contact details provided.

Details of my supervisor:

Name: Dr B. Dube

Tel. No.: 058 718 5498

E-mail: dubeB@ufs.ac.za

Please indicate by cancelling what is not applicable and sign below to give consent and return it to me if you would like to participate in this study.

Thank you

M.E. Dlamini (Mr)

I agree/not agree to participate

Name _____ Signature _____

Date _____

UFS·UV

UNIVERSITY OF THE
FREE STATE
UNIVERSITEIT VAN DIE
VRYSTAAT
YUNIVESITHI YA
FREISTATA

EDUCATION
OPVOEDKUNDE

Faculty of Education

22-Nov-2018

Dear **Mr Moeketsi Dlamini**

Ethics Clearance: **USING TRANSFORMATIVE LEARNING THEORY TO ENHANCE ASSESSMENT OF WORK INTEGRATED LEARNING FOR UNIVERSITY STUDENT TEACHERS**

Principal Investigator: **Mr Moeketsi Dlamini**

Department: **Office of the Dean: Education (Qwaqwa Campus)**

APPLICATION APPROVED

With reference to you application for ethical clearance with the Faculty of Education, I am pleased to inform you on behalf of the Ethics Board of the faculty that you have been granted ethical clearance for your research.

Your ethical clearance number, to be used in all correspondence is: **UFS-HSD2018/1107**

This ethical clearance number is valid for research conducted for one year from issuance. Should you require more time to complete this research, please apply for an extension.

We request that any changes that may take place during the course of your research project be submitted to the ethics office to ensure we are kept up to date with your progress and any ethical implications that may arise.

Thank you for submitting this proposal for ethical clearance and we wish you every success with your research.

Yours faithfully

Prof. MM Mokhele Makgalwa
Chairperson: Ethics Committee

Education Ethics Committee
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LANGUAGE EDITOR'S LETTER

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31 October 2020

TO WHOM IT MAY CONCERN

Herewith I, **Cornelia Geldenhuys (ID 521114 0083 088)** declare that I am a qualified, accredited language practitioner and that I have edited the following PhD thesis:

USING TRANSFORMATIVE LEARNING THEORY TO PREPARE THE ASSESSMENT OF WORK-INTEGRATED LEARNING OF UNIVERSITY STUDENT TEACHERS

by

MOEKETSI ELIAS DLAMINI

All changes were indicated by track changes and comments for the author to verify, clarify aspects that are unclear and finalise. The editor takes no responsibility in the instance of this not being done. The document remains the final responsibility of the author.

C. Gk

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