

Chapter 8

Pedagogic Practice in Classroom and Workshop at Technical and Vocational Education Training Colleges

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ABSTRACT

Good pedagogy practices require a comprehensive list of strategies that will sustain and produce students in a specific content domain. The aim of this chapter is to explore vocational pedagogic practices in classrooms and workshops at technical and vocational education training (TVET) colleges. A closed-ended Likert-type questionnaire on vocational pedagogic practices was administered to the students, while interviews were conducted on the pedagogic practices in the classroom and workshop with the lecturers. Convenient and purposive sampling were used for the selection of the participants. The study sample was 58 students and four lecturers. Data was collected through semi structured interviews and a student's questionnaire. The interviews were transcribed, and each transcription was measured with the purpose to explore vocational pedagogic practices in classrooms and workshops at TVET colleges. The percentage of each item of the questionnaire was analysed through frequency distribution using Microsoft Excel. The findings showed that the NATED section of the TVET colleges is mainly for theory where the NC (V) section is for practical. Some parts of the TVET colleges' curriculum are not satisfactory and the hands-on practical activities that are a true reflection of workplace activities are not presented adequately in the curriculum. Based on the findings, the chapter suggests that the TVET colleges' curriculum be revised and updated in order to

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meet the standard requirements and the lecturers should be upgraded especially on hands-on practical activities in order to prepare the students to meet the companies' requirements.

INTRODUCTION

The quality and effectiveness of all pedagogic systems largely depends on the quality of teaching and learning in the classrooms, workshops and other places in which instruction takes place. Teaching and learning establish the principal activity of Technical and Vocational Education and Training (TVET) colleges. Like many countries, South Africa regards technical and vocational education at both schools and college sectors as having a major contributing factor in improving the competitiveness of enterprises and national economies (Rauner & Maclean, 2008). Therefore, good pedagogic practices in the classrooms and workshops are necessary for the enhanced provision of competent graduates from TVET colleges who can drive the industrial wheel in all ramifications. Moreover, the practices require a comprehensive list of strategies that will sustain and attend to produce students in a specific content domain, with a given group of students and a lecturer. In this regard, lecturers need pedagogic knowledge experience to actively engage students, and to use well-designed methods in the classrooms and workshops. Some of the courses offered in South African TVET colleges are electrical engineering, mechanical engineering, civil engineering, advertising and marketing management, business management, tourism and hospitality, and computer studies. These courses are offered at the TVET colleges in order to provide for the skills shortages and to drive the economy of the country.

The argument of this study is that more emphasis should be on workshops than the classroom practices in vocational pedagogy. In addition, there is need for adjustments in the curriculum to achieve pure vocational practices which are theory and practical. The reason is that, students regularly leaving TVET college programmes lacking the required practical skills (DHET, 2013). Furthermore, there is more theory in National Accredited Technical Education Diploma (NATED) section than the National Certificate Vocational (NCV) section.

This chapter considers the pedagogic practices in classrooms and workshops at Technical and Vocational Education Training (TVET) colleges. The study starts with the brief background, literature review, methodology, findings and conclusions. These provide contexts for considering pedagogic practices, curriculum standard and lecturers professional development for vocational pedagogic practices in engineering studies of TVET colleges. The study was guided by ten dimensions of decision-making in vocational pedagogy model.

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