

CERM-ESA Master's Programme

AN ARTS BASED COMPARATIVE STUDY OF PRE-SERVICE TEACHERS' PERCEPTIONS OF LECTURERS' ENGAGEMENT WITH A HUMANIZING PEDAGOGY

Introduction and Background

Studies have shown that students at university level are generally only exposed to the lecture method of teaching which denies them of a voice and their humanity. Taking this background into account the study proposes to use a comparative approach to examine students' perspectives on how they view their lecturers' engagement with a humanizing pedagogy as espoused by Freire in two contexts - Kenya and SA.

Research Question

What are the similarities and differences between Kenyan and South African pre-service teachers' perceptions of their lecturers' engagement with a humanizing pedagogy?

Research Methodology and design

Paradigm: Social Constructivist/ Interpretivist

Methodology: Qualitative – Performative inquiry

Design: Phenomenological Multiple Case study – Moi/NMU

Sample: 20 pre-service (Intermediate Phase grades 4-6) teachers per institution

Data collection methods: Role plays – 4 **role plays** per institution/ **discussion** / **written** reflections

Measures of trustworthiness: Credibility (triangulation)/ Dependability (detailed descriptions)/ Confirmability (audit trail)

Data Analysis: Integrated thematic analysis

Findings

Themes: KENYA (Moi)

- **Active student participation** – *“I perceive humanizing pedagogy as a healthy dialogue between the lecturer and the students.”*
- **Safe and friendly learning environment** - *“I perceive it as a good environment where the lecturer gives attention to his/her students and promotes a positive relaxed environment that enhances learning”.*
- **Good teaching practices and approaches** *“Desired methods of teaching that makes learners understand the content well and are able to apply it in real life situation”.*

Themes: South Africa (NMU)

- **Student participation** - *“The lecturers should create space for discussion with students and allow for participation.”*
- **Creating a safe classroom learning environment** – *“It means that we should create an environment whereby the learners can feel free, safe and comfortable with one another. “*
- **Good teaching practice and approaches** *“I would say it should be student-centred with active learner participation”*
- **Promote ubuntu** - *“To me humanizing pedagogy is when there is ubuntu - people take good care of each other.”*

- Black bold – similarities
- Blue bold – differences

Recommendations

Lecturing approaches need to focus on the development of **critical and creative skills** through dialogical engagement. University curricular need to be adapted to cater for more **humanizing experiences** and content based on students' experiences so that they **move away from banking education**.

Conclusion

The study indicates that lecturers in higher education institutions still have much to do if they hope to humanize their teaching so that their students are able to be creative and critical thinkers.



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Wafula, J. G. (2017). *An arts based comparative study of pre-teachers' perceptions of lecturers' engagement with a humanizing pedagogy*. Unpublished Masters Dissertation, Nelson Mandela University: Port Elizabeth