

## The getting of wisdom: Learning through others.

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### Abstract

*The students studying the subject Internal Control Procedures at New South Wales TAFE are doing so as part of the Accounting Advanced Diploma. It is a core unit in that program but is rated as a category D, meaning it is delivered and assessed by the teacher in the classroom. One of the challenges in teaching is the interpretation of the curriculum document and the use made of resources and teachers' guides. This paper is formed from the rich data collected in a doctoral research project, and introduces four of the six major categories that have emerged from the phenomenographic analysis of the different experiences of both teachers in teaching and students in learning. The analysis begins with the first three categories; 'classroom encounters'; 'trying to establish competence' and 'motivating and learning' which are logically related to one another, and represent the approaches taken by teachers as they strive to teach this curriculum. The fourth category 'tuning to the same wavelength' in essence overlays or mediates the first three and represents the reality of teachers undertaking the often difficult task of tuning in to, or teaching on, the same level as their students. The experiences presented came from in-depth interviews with 11 teachers of this subject and one head of programs and portray the phenomena they experienced, perceived, apprehended, understood or conceptualised in their approaches to teaching and learning of the course.*

**Key words:** expectations, competency, knowledge change, knowledge review, explaining, evaluating, reflecting, listening, encouraging, motivating, connecting.

## **An autoethnographic reflection**

*The unexamined life is not worth living. Socrates.*

This reflection is an attempt to objectively explain the position of the author as a teacher and as part of the group of resource writers and curriculum developers within the New South Wales TAFE system. It is an opportunity to describe the processes and procedures practiced during many years of teaching in accounting programs at TAFE. Doing this allowed me to work outwards and use my own understanding to produce work that speaks clearly and powerfully about these communities (N. Denzin, personal communication 2 May 2003). It was an opportunity to describe the processes and procedures practiced during many years of teaching in accounting and business programs in that sector. As Tedlock (2000) stated, autoethnography allowed ‘a shift from participant observation to the observation of the participant’ (cited in Muncey 2005, p2). Autoethnography is an analytical and objective personal account of the position of self as writer within a group or similar community (Ellis and Bochner 2000; Buzard 2003). It very often is a description of problems and tensions within that group, being an attempt to explain these differences from an inside position while also attempting to explain one’s self to others. Qualitative researchers are storytellers (Wolcott 1994) and the study should be no less rigorous if the storytelling is a distinguishing attribute.

From this brief introduction the reader may then more clearly understand the background that led to the author’s collection of data, a portion of which is examined and analysed in this paper.

### **Background**

During the 1990s I was teaching taxation, auditing and financial accounting at TAFE and had just published my first book on taxation procedures. I was asked if I would like to write some TAFE resources for business studies. The first were accounting practice sets for students, to help them understand the whole business process. Other tasks completed were writing and assessing final examinations for various categories A and B core units such as taxation, auditing and financial accounting. The units in these categories are assessed with a final externally set exam, where the A exams are centrally marked at Sydney Institute and the B exams are locally marked at individual campuses throughout New South Wales. It was as a result of these initial

contributions to the TAFE resource base that led in 1999 to a request for me to re-write the curriculum for the core unit Internal Control Principles in the Accounting Advanced Diploma. This has a category *D* rating meaning it is delivered and assessed by the teacher in the classroom. This was to be my first attempt at developing curriculum. It was a task greatly enjoyed and into which went many useful exemplar, activities and tasks that had over the years become part of my own teaching resources for that unit.

Few writing experiences had excited me as much as had this one. I kept wondering what part does a curriculum play in the approaches to learning by students and had it been designed and developed well enough for their deep understanding? The curriculum process is putting together all those strategies and plans of the institution to achieve the stated learning outcomes (Neagley and Evans 1967 cited in Child 2004). The thoughts about how other teachers of the subject used the curriculum kept resurfacing. In the years since that time I have moved on, now taking the role of course management coordinator in a private higher educational institution running diploma and degree programs. In this role I have discovered much as I travel along my own path of continuing education and life long learning and immerse myself into work with new responsibilities in curriculum design and professional development.

However, with very little feedback that was available on this task of curriculum writing it became important that I set about looking for answers. Could I talk to some of the teachers of Internal Control Procedures and their students and find out for myself how they experienced the teaching and learning? What did the relevant literature tell me about curricula, competency, teaching and learning in vocational education? I found it difficult to obtain any current local feedback on this particular unit in the TAFE accounting program and it was this fact that led me to believe I could design a study that would be useful for future teaching and learning in vocational education.

### **Subjectivity and location of the researcher in the study**

Previous experience as a teacher working with students in the classroom meant that I brought to the research process a student-centred perspective and teacher-oriented approach to teaching and learning. Within autoethnographic studies, the research and

fieldwork notes of the author attempt to position the researcher within the role of 'key-informant' (Gubrium and Holstein 1997). These interactions within the group had developed over time and become part of 'who I am', 'how I think' and 'how I teach'. It is therefore important to acknowledge that it is through this 'lens' (Morse 1994) that I collected and analysed the data. There were times during the collection of data when it was not only appropriate but necessary to answer questions and demonstrate a level of personal understanding of problems raised. I did not believe these interactions should or could only be objective encounters as they were not devoid of social or personal meaning.

### **Gathering the data**

The experiences presented came from in-depth interviews with 11 teachers of this subject from eight different Colleges within five Institutes in New South Wales and portray the various phenomena they experienced, perceived, apprehended, understood or conceptualised in their teaching and assessing of the course. An in-depth interview was also conducted with the overall Head of Business Administration Programs (HP) at Sydney Institute of TAFE. Each participant was given a random alpha code for anonymity with the second identifying letter 'T' that signified a teacher interview. (See Appendix B for the teacher questions.) The students were given a random numerical code with the letter 'S' for student in front and ending with the code of the teacher into whose class they were enrolled. During my association with TAFE I did not work with any of the teachers interviewed in this study. Of the 11 teachers who took part in the research eight were met for the first time at the interview and I had only a passing acquaintance with the remaining three. The six teachers whose classroom teaching I observed were from the eight that I had not met until their interview.

During this research I was continually encouraged to explore numerous possibilities and to form an approach that would lead to new questions about qualitative evaluation, multiple perspectives about the research, and a multi-layered approach to data analysis. This paper examines some of the results of the phenomenographic analysis of the experiences of teachers in teaching the curriculum. It describes four of the six major categories highlighting variation in the way phenomena are experienced, discerned or conceptualised in teaching and learning (Marton 1981). Both variation and discernment in experiencing things are vital for

learning (Bowden and Marton 1998) and these are translated into categories, logically related to one another. The first three categories are ‘classroom encounters’, ‘trying to establish competence’ and ‘motivating and learning’. The fourth category, ‘tuning to the same wavelength’ is a dimension and in essence overlays or moderates the first three.

Within the text it was important to differentiate a number of items. Data that represented categories will be denoted by ‘single quotation’ marks and underlined. Subcategories in the text will be in **bold**, concepts will appear in *italicised Arial* font, and teachers’ own words, both in the text and used as exemplars, will be *italicised in Times New Roman* font and further distinguished by “double quotation marks”. (Refer to Appendix A for a table showing these in detail.)

## **Categories emerging from the teachers’ voices**

### ‘Classroom encounters’

*“And [getting the students] to think and getting them to sit down and do a flow chart because it is hands on. And then you can say “is there anything missing”? In that way you try to bring the problem of not having the experience into a classroom” (CT).*

The teachers obviously wanted to make the classroom an interesting and informative place of learning and for this particular teacher, trying to help full time students with *stories* about the *experiences* of an internal auditor in the real world, provided an opportunity to extend the students concepts. But it was clear from the data that sometimes it was difficult, especially with a class of full time students for whom the complexities of the object of their learning were something very new.

*“I might from time to time read headings or direct them to specific page references which is what I am about to talk about and then I’ll talk around it or give examples of it. But normally I am more concerned about how I am going to get the message across” (DT).*

So *getting the message across* in the classroom was one problem encountered and particularly evident with classes of full time students. The time that teachers spent face-to-face with their students in the classroom was another contentious issue. Teachers have the opportunity in the classroom context to assist students by *explaining, encouraging* and developing a learning environment. In particular they are **seeking negotiated strategies** that will enhance the depth of learning. This can be magnified if the teacher oversees and implements a set of ‘shared practices’ (G

Hofstede, personal communication 11 May 2005) in the classroom that strengthen the signals and cues students receive, all of which foster a culture of learning that cannot be underestimated in its role of deepening *knowledge change*.

Most subjects in the accounting program have a specified number of hours that are allocated for classroom contact and the remainder for self-directed learning. The variation in face-to-face teaching hours was very wide. “*We have three hours once a week for 16 weeks*” (CT). This teacher’s program of 48 hours was close to the 54 contact hours stipulated on the curriculum document. This contrasted with another College that offered a reduced program for this subject to the part-time students. DT explained it this way:

*“I don’t have the time to spend a lot of time on the topic. If I was in a full time class over 18 or over 16 weeks I would have time to talk about it and get them to do some classroom discussions, sit around and discuss case studies that are in the book, make a short presentation on the contents and findings from their group [work] on that case study and discuss it. I don’t have that time in eight weeks”.*

This teacher had 24 hours, just half the time, to cover the same amount from the same curriculum. There was another teacher who had even less time for classroom contact, and this was the comment;

*“ this year I have only got the hour a week with the students all my little stories of .... I’m not actually able to tell. It will happen over the hours but this year because it is a one hour flexible delivery class the first few weeks have mainly been administration, getting the students into the flexible delivery mode and making sure they have got resources” (FT).*

This teacher’s experience meant that the students had only 16 hours allocated as a maximum for classroom contact to deliver all the material on the topics in the curriculum. Even then, some of those hours were lost on administrative matters which made even less time for *directing strategies, reflecting and getting the message across*. The reduced classroom hours also had an impact on *adapting, watching and listening* and cut down the time that students could **seek information and support**. Despite the reduced contact time in these cases above, the teachers were enthusiastic about their subject which probably made up somewhat for the lack of hours. This same teacher went on to say:

*“I think when they get new knowledge... you can sort of see it in their faces sometimes. And when...sometimes the fact that they will question you. I don’t know whether that means they know they have got new*

*knowledge but maybe I know they have got new knowledge when they start to question me” (FT).*

All the teachers in the study experienced some difficulties face-to-face in classroom learning. The wide variation in time allocated for teaching at various Colleges tended to impact on *knowledge change* and *knowledge review* that are so necessary if students are to become competent with skills in designing, implementing and evaluating internal controls.

#### ‘Trying to establish competence’

*“If I can generalise about exams and talk about assessments generally, in the accounting course each module has what we call a grade code and the grade code identifies the sort of assessment activities that are undertaken” (HP).* The category D rating of the subject Internal Control Principles, which dictated the assessment strategies, was very prominent in both the teacher and the student interviews. The teachers’ responses were mixed and the variation tended to be quite polarised, either they did or did not like the category D subject. Assessment plays an important part in the learning process and in the plans of both teachers and students (Entwistle and Ramsden 1983; Ramsden 1992; Prosser and Trigwell 1999; Kember 2001). The objectives of each may differ but nevertheless the perceptions that emerged from the data identified just how hard it was for both teachers and students when ‘trying to establish competence’.

One of the first things that impacts on the student at the start of term is how they are to be assessed; *“most of the students have a question on the assessment plan, like how you are going to assess, what about the marks, so we write it down” (JT).* All teachers gave their students some indication of the learning outcomes and the assessment strategies at the start of the semester, and stated that these handouts were mandatory. *“Yes a summary of the learning outcomes and then the assessment, and they know exactly how they are going to be assessed and when they will be assessed” (ET).* Generally teachers appeared to support the proposition that a test *“has to be a balance, it can’t be too easy and it can’t be too hard” (AT).* The teachers all had something to say about the assessments and these comments painted a very varied picture of their experiences and perceptions. One teacher (ET) who supported a final externally set exam stated;

*“They [the students] know then that they are sitting for an exam - something at a level, not just for that class but that the rest of the State is to sit for, and therefore the standard is going to be at a certain level”.*

Another teacher commented: *“I think I would probably be a little bit worried that maybe I had not covered all the learning outcomes. I would have to make quite sure that those were covered if it was a category A or category B test”* (AT). One of the teachers (KT) felt that the final exam in the subject should be a category B: *“I mean do I think it should be a B category subject, yes I do”*. She went on to explain her reasons: *“I would think that it could substitute as a B category subject in place of external audit”*. One teacher expressed the view that it would make no difference at all to him if it was an externally set and marked exam. When asked if it would make him change the way he taught he replied: *“Absolutely not, I do not teach students to pass exams. I teach the principles of the subject and how they come up to an exam is up to them”* (DT). Yet another teacher had very definite views and the conversation went like this:

*“HB: You set the exam because it is a category D. Would it make any difference to you if your subject was a category A?”*

*BT: I'd hate it.*

*HB: Why?*

*BT: You have got a lot less flexibility in category A exams. What I like about teaching internal control is I have a lot more flexibility in what I can do. I can use more creative teaching methods rather than just prime them for an external exam which category A exams tend to be”.*

The research by Elton (2004) perhaps highlights the turmoil being created by current assessment methods in higher education:

The difference between the two purposes of assessment – summative for judgement and formative for improvement – is that formative assessment should not confine itself to what will eventually be summatively assessed, but should rise above it. The problem with formative assessment has always been that it is essential for good learning, but that students may not take it seriously, as it does not ‘count’. (p56)

The teachers’ guidance notes for Internal Control Principles suggested an assessment program of a mid-term test and a project (or two short tests) to help in ‘trying to establish competence’. It also suggested a final exam weighted 50% of the final mark. These were dictated by the category D given to the subject. It did state that these were not mandatory, rather to be used as a guideline. It suggested that there be a number of

short formative assessments given during the course to help teachers in *providing feedback* and *working through problems* and the guidance notes supplied two fully worked examples for each learning outcome. The Head of Program had commented: “We’ve got an intranet site that’s got a lot of assessment exemplars and teachers guides on them ... the feedback I get is that most teachers use them and find them pretty satisfactory”. However, not all the teachers knew about these extra resources. When one teacher (CT) was asked if there were any extra resources provided for this subject the reply was quick and to the point: “No not really”. All the teachers were asked this same question and another teacher, when asked if these resources were useful, replied: “Well yes, there are questions there, but they don’t have the answers” (JT). When shown a copy of the full text of the teachers’ guidance notes this teacher then realised that she had not seen the answers in *italics* set out under each question.

Connor-Greene and Murdoch (1999) recommended that daily writing quizzes be an ‘integral part of every class, from the beginning of the semester’ (p19) as this would significantly increase the thinking and learning skills of students. **Writing notes** and **working in groups** emerged as sub-categories in the student data. Most of the participating teachers seemed to concentrate on case studies and some just used multiple choice questions, and all left it up to the students themselves to decide if they wanted to write notes. The comment from this next teacher suggests that a bit more might have been done to try and change the behaviour of those students who left early. “The better students will do lots of the questions and the not so good ones will leave early and just take the answers, but not do too much work” (GT). Most students like to help their learning by **doing things**. A variety of activities always adds interest to the ‘classroom encounters’. In vocational education students are assessed on competencies and it is the teacher who takes the role of *directing strategies*.

*“In the way, hopefully, they [the students] therefore then are able to accept what you are trying to do as an adult, in an adult function. Which then leads us to share information to provide them with information they need to....basically become competent in whatever topic they are doing” (CT).*

Clearly this teacher had the issue of competency well in mind and focussed on sharing information with students so they would be capable of mastering the skills of each topic. Another teacher was cognisant of the need to monitor the cohort. His words were:

*“I have a preference to set my own exams because I can more or less tailor-make them for the group that I have. If the group is particularly strong then I tend to make the exam harder and I tend to set a research assignment or the assignments at a different level” (HT).*

Research has shown that students tend to focus on those topics that are to be assessed and this may be at the expense of topics that are interesting to them (Elton and Laurillard 1979). One teacher used formative assessments to *provide feedback* on how the students were learning. He stated:

*“Last semester was the first time that I put together a newer assessment, more of a case study, rather than just have a test. So first they [the students] had to understand the company structure and who did what and then they had to draw flow charts, and then from that they had to identify internal control weaknesses and strengths and they had to make recommendations. So within that process it helped to identify their knowledge as well (CT).*

Elton (2004) concluded that, ‘while there is much need to re-think assessment, the means for using it in order to motivate students to value learning for its own sake now exist’ (p56). Students need to be encouraged to find their own ways of learning and JT had the perception that:

*“A good teacher should stimulate the students to think so that they can work on an assessment and fully understand it. I like to reinforce learning by repeating or revisiting the topics from the previous week. I like to vary my techniques in teaching”.*

If the classroom is a pleasant place to be and students enjoy their learning while gaining competence, then not only does the learning have the capacity to become deeper but the teachers may be more satisfied. I questioned AT on his perception of freedom to teach the subject and explore diverse areas. He replied: *“When you say different areas, I am staying on the topic but actually expanding more with practical examples and trying to make it a bit more fun for them”.* If the students enjoy their class they are most likely well motivated to learn.

### ‘Motivating and learning’

Research has identified factors that might influence student performance and the characteristic of motivation was found to be a significant attribute that impacted on student learning (Laurillard 1979; Elton 1988). It was evident in analysing the data from this research that teachers were cognisant of the importance of motivation and many of them made comments about their desire to help students expand their

knowledge by actively engaging them “*and making them want to understand it, to learn*” (CT). Just what motivates students; whether it is extrinsic, intrinsic, achievement or social desires (Entwistle 1981) teachers can certainly make a difference to their students’ learning by being aware of the impact of their meta programs (Brown 2004). In his Neuro Linguistic Programming (NLP) study Brown explored the large number of constructs that make up students’ meta programs and examined whether or not they had a negative or positive effect on assessment performance. He found that there was a strong association between the meta programs of students and performance in summative assessments. Interestingly enough, Brown found that the ‘people’<sup>1</sup> meta program was actually ‘negatively correlated for performance with accounting and finance students whilst it was positively correlated with performance with other business students’ (p3). While this procedure has not been used in this study it is possible that internal control students may exhibit these same tendencies and use *compensating* strategies in their approaches to summative assessments.

One teacher commented “*you’ve got a lot who have lost their confidence, their self esteem and I think one of the things I try to do is to give them back some self esteem*” (KT). While teachers may need to ensure they have strategies in place for their students to learn, there was a sense in the responses that they also needed to motivate them. “*Well, it’s to try to enlighten them to enliven the masses, the internal control class is advanced diploma level and there you expect a little bit more initiative from the students than you do at other levels*” (HT). This teacher went on to say that: “*Other times you have a couple of strong characters in a group, strong personalities and they seem to wake the group up and carry it with them, they motivate the whole group*” (HT). It is only possible to motivate students through skilful techniques that tap into the way students go about their learning. Much has been written on the importance of connecting with students, or teaching on the student level rather than the teacher level (Entwistle 1981; Entwistle 1988; Gardner 1993; Doolittle and Camp 1999; Elton 2003). Overlaying all three categories discussed above is the fourth category of teaching on the right level, or ‘tuning to the same wavelength’.

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<sup>1</sup> Brown (p18) describes ‘people’ as the measure of students’ preference for spending time with and interacting with people (rather than, for example, ‘things’).

### 'Tuning to the same wavelength'

*"Different groups have different reactions. Some groups are really quite good and some are a bit slow. Sometimes we have some very interesting discussions, even though they are students, some of them do take a keen interest very early in the piece. And then you have quite good sessions".*

HT identified that when a group of students can participate in a good discussion on the topic being studied they are on the same level, tuned to the same wavelength and the learning becomes deeper and more lasting. Another teacher knew that students:

*"want someone who is probably tuned into the way in which people learn, provides some different types of activities to aid that learning. Who is responsive, who allows discussions to take place, who keeps everyone pretty much on track, I suppose" (FT).*

The teacher has to be on the same level as the student for the best learning to take place and for critical thinking to be encouraged. Learning is a two-way process, not just a dump of information in the hope that some of it may be absorbed by the students. This comment from DT made a lot of sense:

*"But at the same time it is all about good communications backwards between the teacher and student. And it is not a case of just standing pontificating...you know, a teacher has a mouth but he has also got to have a pair of ears as well and listen to what's being said and also understand how it's being said to him".*

When students engage in activities that they feel are important and interesting they are more likely to be tuned in to their teacher's wavelength and exhibit sustained motivation (Davis 2003). ET realised that there were real benefits from bringing his experiences to the students and being an integral part of their learning:

*"In Internal Control [Principles] it is the stories and the things that happen in the world that makes the meaning to theory; for instance you are talking about accounts payable, well you can introduce a whole lot of things that have actually happened from experience and people [students] love stories".*

## Conclusions

Students and teachers will juggle their beliefs about an object of learning (Cobb and Yackel 1996) in the hope of solving the learning problems that are set in the social context. Students are often struggling to function socially and educationally in the classroom and this is the dichotomy; to determine if tuning in to their teacher's expectations is affected by the way the students approach their learning or the way the teacher delivers the material. It may also depend on whether or not students exhibit positive or negative consequences to classroom instruction (Artigue 1999).

The strength of the categories that emerged from the data showed that the teaching and learning situation made up of the first three categories, 'classroom encounters', 'trying to establish competence' and 'motivating and learning' had to filter through the perceptions, 'tuning to the same wavelength' before learning can take place in the learning outcome space. This appears to support the propositions by James and Woodsmall (1988) that both teaching and learning practices are affected by many things, but two characteristics are behaviour and language. These are the innate programs or filters that are used to unconsciously decide what to listen to and what to ignore and they play a key role in the type and strength of signals that get through to the students.

The teachers' interviews revealed the complex approaches and strategies that needed to be undertaken to achieve the goal of *getting the message across* and impacting on these four categories that emerged from the data were sub-categories and concepts such as **seeking negotiated strategies**, *providing feedback*, *encouraging* and *explaining*.

The two other major categories identified in the main study; 'changing concepts' and 'struggling to learn', represent the outcomes of teachers' and students' approaches to teaching and learning. The interactions between students and teachers, along with their impact, and in relation to the mediating factor of the teacher-student relationship (Manke 1997, Davis 2003) also played a big part in the seeking of wisdom. While the students' prior learning experiences and the teachers' confidence as the instructor/facilitator for learning were identified as intervening variables (Strauss and Corbin 1990), it was the relationship shared with teachers, and the variation in the way students experience their object of learning (Reid 2001) that

students described as making a significant difference to how they gained deep understanding.

The major research described how students approach **learning to learn** in order to achieve competence or to build, or arguably re-establish, a sense of themselves as learners. Students perceived that this was best attained when they developed confidence, competence and a measure of control of their own learning. This process was described as 'seeking wisdom'. The analyses of the phenomena from the voices of the teachers, while not the dominant part of the research, add significantly to identifying the factors that assist or prevent teachers from unlocking the mysteries of how students experience their learning. This study will help in understanding the teachers' methods of delivery and verbal interactions in the classroom as well as the impact these have on student learning.

For the teaching profession, it highlights in the words of Child, p 452, some 'important factors which profoundly influence, or are profoundly influenced by, the work we choose'.

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## Appendix A

**Table of major categories, sub-categories and concepts**

<u>'Major categories'</u> (underlined and single quotation marks)		
<u>'Classroom encounters'</u> <u>'Trying to establish competence'</u> <u>'Motivating and learning'</u>	<i>Moderated by the dimension:</i> <u>'Tuning to the same wavelength'</u>	
<i>Facilitative or obstructive teaching practices</i>		
<u>'Changing concepts'</u> <u>'Struggling to learn'</u>		
<b>Sub-categories (bold)</b>		
<b>assessing</b> <b>doing things</b> <b>expectations</b> <b>fitting in</b> <b>proving competence</b> <b>seeking information and support</b> <b>encouraging discussion</b> <b>ignoring</b>	<b>seeking negotiated strategies</b> <b>wanting support</b> <b>working in groups</b> <b>writing notes</b> <b>turning stories into theory</b> <b>obstructing</b> <b>dismissing</b> <b>rushing through material</b>	
<i>Concepts (italicised Arial font)</i>		
<i>adapting</i> <i>asking questions</i> <i>asking/inquiring</i> <i>compensating</i> <i>competing</i> <i>directing strategies</i> <i>doing homework</i> <i>encouraging</i> <i>evaluating</i> <i>experiencing</i> <i>explaining</i> <i>earning a reputation</i> <i>feedback (asking for or providing)</i>	<i>feelings of inadequacy</i> <i>feeling disaffected</i> <i>getting the message across</i> <i>guarded</i> <i>juggling work and learning (making sacrifices)</i> <i>knowledge change</i> <i>knowledge review</i> <i>listening</i> <i>observing</i> <i>obstructing</i>	<i>others in the cohort</i> <i>peer pressure</i> <i>recriminations</i> <i>reflecting</i> <i>requesting</i> <i>role play</i> <i>stories</i> <i>struggling</i> <i>technical jargon (the ability to use)</i> <i>watching</i> <i>working through problems</i> <i>unfriendly</i>

## **Appendix B**

### **Question 1**

Can you tell me what you understand 'curriculum' to be about?

### **Question 2**

Now what about Internal Control Principles curriculum?

### **Question 3**

What resources do you have for teaching Internal Control Principles?

### **Question 4**

How do you think the students understand 'curriculum'?

### **Question 5**

How helpful do you find the 'curriculum'?

### **Question 6**

What resources do you give your students at the start of the semester when they first attend class?

### **Question 7**

Can you identify any resources that are mandatory to hand out to students?

### **Question 8**

What do you understand teaching is all about?

### **Question 9**

What are your perceptions of a good teacher?

### **Question 10**

What role does teaching play in the curriculum?

### **Question 11**

What is the role of assessment in your curriculum?

### **Question 12**

Do you feel that your teaching is valued by TAFE?

**Question 13**

Do you feel that you have freedom and control over what you teach?

**Question 14**

Could you summarise for me what you understand curriculum is?

**Question 15**

How do you think students learn best?

**Question 16**

What text book do you use?