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Peer Critique Using the Discussion Forum: A Case of Two Honours Students

S. T. Kisaka

*Discipline of Curriculum Studies, School of Education, University of KwaZulu-Natal, Durban,
Private Bag X03, Ashwood, 3605 South Africa
Mobile: +27(0)765182562, E-mail: sellatterrie01@gmail.com*

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ABSTRACT This paper is an interpretive case study of two honours students' critique of a research proposal using the discussion forum. Purposive sampling, document analysis and observation were used for data generation while the findings were presented through guided analysis. Whereas, the DF facilitated active student engagement evidenced by the participation of all the students, the two students exhibited different levels of critique. It emerged that the students engaged at the lower and middle levels of Blooms taxonomy that is, the theoretical framework of the study rather than at the higher level, which speaks directly to the student's learning outcomes (as honours students). For online resources, hardware and software were used consciously whilst ideological-ware seemed to have been used coincidentally. This paper recommends research training that privileges peer critiquing and training for educators that emphasises technology of education or ideological-ware over technology in education or hardware and software tempered with teaching presence.