

Teaching and Learning Through Hands-on Activities in Civil Technology Teacher Training Programmes at South African Universities

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KEYWORDS Hands-on Skills. Practical Workshop. Technical Teachers Training. Technical Education. Theory and Practical Skills

ABSTRACT The training of teachers in the Civil Technology course at Higher Education Institutions in South Africa has generated debate regarding the practical-theory alignment. This study probing this aspect of Civil Technology teacher training is critical given the impact it has on curriculum implementation for Grades 10-12 learners. The methodological considerations were demonstrated through mixed methods designs. Quantitative data were analyzed through their means and standard deviation, whilst qualitative data were presented thematically according to respondents' views. It is concluded that due to non-availability of materials, inadequate training facilities and methods for conducting practical, classes teachers graduate without the much needed practical hands-on skills, which are a critical requirement for the implementation of the Grades 10-12 Civil Technology curriculum in schools. From these findings, it is recommended that a meeting be convened between relevant professional bodies to discuss ways in which the practical hands-on skills deficit can be remedied.