

APPENDICES

Appendix A: Template of consent form

Durban University of Technology

INFORMED CONSENT BY SUBJECTS TO PARTICIPATE IN A RESEARCH PROJECT

Preamble	Isandulelo
<p>The university and those conducting this project subscribe to the ethical conduct of research and to the protection at all times of the interests, comfort, and safety of subjects. This form and the information that it contains are given to you for your own protection and full understanding of the procedures. Your signature on this form will signify that you have been informed about the procedures and the benefits of this research project, that you have had adequate opportunity to consider the information communicated to you, and that you voluntarily agree to participate in the project. Any information that is obtained during this study will be used as per the agreement, viz. that it will be documented in a thesis for scholarly purposes, and for public information, where relevant and applicable, and only with your prior consent.</p> <p>*****</p>	<p>Inyuvesi nalabo abenza ucwaningo bazibophezele kwimigomo yokuziphatha okwamukelekile nokuvikela amalungelo ngaso sonke isikhathi, izifiso ,ukwaneliseka nokuphepha kwalabo abazoba yingxenyeyocwaningo. Lelifomu neminingwane ekulo inikezelelwe kuwe ngenhloso yokukuvikela nokukwazisa ngenqubo-mgomo. Ukusayina kwakho leli fomu kuyindlela yokukhombisa ukuthi unolwazi ngenqubo- mgomomenzuzo yalolu cwaningo nokuthi ubenethuba elanele lokuqondisisa ulwazi oludluliselwe kuwe, futhi uzivumele ngokwakho ukuba yingxenyeyalolu cwaningo. Noma yiluphi ulwazi olutholakele kulo cwaningo luyosetshenziselwa ekubhaleni ibhukwana elizosiza abanye abafundi nokwandisa ulwazi lomphakathi njengokwesivumelwamo nangokwemvume yakho.</p> <p>*****</p>

<p>Consent Form</p> <p>Having been asked by</p> <p>...Delysia Timm.....</p> <p>of the Department of Education at the Durban University of Technology</p> <p>to participate in a research project, I have discussed and understood the procedures which will take place.</p> <p>I understand that the procedures to be used in this study and personal risks in taking part.</p> <p>I understand that I</p> <p>.....</p> <p>may withdraw from participating in this study at any time, even if I sign this consent.</p> <p>I also understand that I may register any concern that I may have about the study with the researcher named above or with Prof. Joan Conolly (cel phone number: 083 2949 607.) I may obtain copies of the results of this study by contacting</p> <p>...Delysia Timm.....</p>	<p>Ifomu lezivumelwamo</p> <p>Njengoba ngicelwe u:</p> <p>..... Delysia Timm</p> <p>Department of Education e Durban University of Technology</p> <p>Ukuba abambe iqhaza ocwamingweni oluchazwe ngenhla. Ngiyayiqonda inqubomgomo ezolandelwa kulolucwamingo.</p> <p>Ngiyaqonda ukuba</p> <p>.....</p> <p>.....</p> <p>noma nini noma sengisayenile leli fomu. Ngiyakuqonda futhi ukuthi ngingazwakalisa ukukhathazeka kwami ngololucwaningo kumcwaningi obhalwe ngenhla noma ku Solwazi u Joan Conolly (cel. no. 0832949607)</p> <p>Ngingathola isishicilelo semiphumela yalolu cwano ngokuthintana no:</p>
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cel phone number ...0835950183

..... Delysia Timm

I understand that the information gathered for this study is intended for public access and possible inclusion in school curricula. By signing this form, I am acknowledging that I understand the contents of this document.

.....

Ku cell namba; 0835950183.....

Name :

Ngiyakuqonda futhi ukuthi ulwazi oluqoqwe kulolu cwaningo luhlelwe ukusetshenziswa ngumphakathi nanokuthi lufakwe ohlelweni lokufundisa ezikolweni.

Address:

.....

Ngokusayina leli fomu, ngivuma ukuthi ngiyakuqonda okuqokethwe yileli bhukwana

Signature:

Igama:

Witness:

Ikheli:

Date:

.....

.Sayina :

Ufakazi:

Usuku:

Appendix B: Schedule of Participants (SOP).

Who did I interact with as part of my data generation?

No.	Name	Date	Topic Question	Type of Interaction	Nature of record	Duration in minutes
1	Delysia	November 2011	How do I teach during my sermons in Church?	Sermon	video	25:05 (full) 4:12 (clip)
2	Anton	March 2011	What is my educational/spiritual influence on you?	Questionnaire	written	
3	Fr Terry & Rita	March 2011	What is my educational/spiritual influence on you?	Skype Conversation	audio	14:45
4	Faith	March 2011	What is my educational/spiritual influence on you?	Skype Conversation	audio	10:34
5	Delysia	December 2009	How does liturgical dance influence my spirituality? http://www.youtube.com/watch?v=S7schvtPNOk&feature=youtu.be	Liturgical Dance	video	4:44
6	Charys	March 2011	What is my educational/spiritual influence on you?	Questionnaire	written	
7	Heidi	March 2011	What is my educational/spiritual influence	Questionnaire	written	

			on you?			
8	Lola	March 2011	What is my educational/spiritual influence on you?	Questionnaire	written	
9	Dawn	March 2011	What is my educational/spiritual influence on you?	Questionnaire	written	
10	Hylton	March 2011	What is my educational/spiritual influence on you?	Questionnaire	Written	
11	Fiona	March 2011	What is my educational/spiritual influence on you?	Questionnaire	Written	
12	Des	March 2011	What is my educational/spiritual influence on you?	Questionnaire	Written	
13	Judy	July 2012	What is my educational/spiritual influence on you?	Questionnaire	Written	
14	Joy	July 2012	What is my educational/spiritual influence on you?	Questionnaire	Written	
15	Alice	July 2012	What is my educational/spiritual influence on you?	Questionnaire	Written	
16	Cheryl	July 2012	What is my educational/spiritual influence on you?	Questionnaire	Written	
17	Lorraine	July 2012	What is my educational/spiritual influence on you?	Questionnaire	Written	

18	Des	July 2012	What is my educational/spiritual influence on you?	Questionnaire	Written	
19	Linda	July 2012	What is my educational/spiritual influence on you?	Questionnaire	Written	
20	Joan	April 2010	What is my educational/spiritual influence on you?	Letter	Written	
21	Marge	July 2012	What is my educational/spiritual influence on you?	Questionnaire	written	
22	Delysia	March –Sept 2001	How do I facilitate workshops? http://www.youtube.com/watch?v=1zku3e7gE8Q	Workshop facilitation	video	5:24 (clip)
23	Keith	August 2011	What do you want to tell me about why you specifically compiled a video of me in workshops?	Email conversation	written	
24	Delysia	September 2001	How do I present at a Symposium? http://youtu.be/-bk97Q3w8Do	Symposium presentation	video	36:49
25	Delysia	February 2009	How do I facilitate workshops? http://youtu.be/qi1W2cKTMpE	Workshop facilitation	video	27:35
26	Academic staff	September 2009	What were your feelings and changes experienced when using games for learning?	Focus group discussion	audio	53:30

27	Sherlien	July 2009	What would you like to tell me about your experience – your feelings, thoughts and emotions – of using games for learning, teaching and assessment?	conversation	audio	22:16
28	Sherlien	September 2001	How do you present your games that you have developed? http://youtu.be/qi1W2cKTMpE	Presentation at symposium	Video	8:38
30	Ingrid	May 2009	What would you like to tell me about your experience – your feelings, thoughts and emotions – of using for learning, teaching and assessment?	Conversation	Audio	24:12
31	Ingrid's 4 th year Homeopathy students	June 2009	What would you like to tell me about your experience – your feelings, thoughts and emotions– of using games for learning, teaching and assessment?	questionnaire	written	
32	Ivan	July 2009	What would you like to tell me about your experience – your feelings, thoughts and emotions – of using games for learning, teaching and assessment?	Conversation	audio	35:36

33	Derrick	July 2009	What would you like to tell me about your experience – your feelings, thoughts and emotions – of using games for learning, teaching and assessment?	conversation	audio	15:24 &11:37
34	Dorinda	July 2009	What would you like to tell me about your experience – your feelings, thoughts and emotions – of using games for learning, teaching and assessment?	conversation	audio	39:26
35	Dorinda's 3 rd year Somatology students	July 2009	What would you like to tell me about your experience – your feelings, thoughts and emotions – of using for learning, teaching and assessment?	questionnaire	written	
36	Dorinda's 3 rd year Somatology students	July 2009	What would you like to tell me about your experience – your feelings, thoughts and emotions – of using games for learning, teaching and assessment?	Focus group conversation	audio	12:05
37	Anisa	June 2009	What would you like to tell me about your	conversation	audio	44:41

			experience – your feelings, thoughts and emotions- of using games for learning, teaching and assessment?			
38	Anisa's 2 nd year Dental Technology students	June 2009	What would you like to tell me about your experience – your feelings, thoughts and emotions- of using games for learning, teaching and assessment?	questionnaire	written	
39	Anisa's 3 rd year Dental Technology students	June 2009	What would you like to tell me about your experience – your feelings, thoughts and emotions- of using games for learning, teaching and assessment?	questionnaire	written	
40	Anisa's 4 th year Dental Technology students	June 2009	What would you like to tell me about your experience – your feelings, thoughts and emotions- of using games for learning, teaching and assessment?	questionnaire	written	
41	Delysia	November 2009	Risk of being Oneself in Higher Education: Heltasa Conference presentation	Conference presentation	Video	7: 49 mins(clip)

			https://www.youtube.com/watch?v=Ei7w9F4a1xw			
42	Jack Whitehead & Joan Conolly	December 2009	What is my doctorate study all about? http://www.youtube.com/watch?v=O2uTcxZtYcw	conversation	Video	6.44
43	Delysia	July 2010	Towards an Understanding of the Biochemical nature of learning. http://youtu.be/Ei9QLgTsXWg	Seminar conversation	Video	24:52
44	Delysia	April 2012	How Am I Transformed as a Higher Education Practitioner-Researcher through Self-Study? http://www.youtube.com/watch?v=V48I2BB7Bj4	Symposium conversation	video	4:23 – 7:04 mins 35:49 – 45:08 minutes

Appendix C: Written responses of the participants

P.O. Box 1336

Kloof 3640

7.4.2010

Dear Delysia

We were very privileged to be able to attend the Quiet Morning which you conducted on Maundy Thursday.

It was a wonderful, Spirit filled, Morning as we reflected on the women who had been with Jesus from his birth to his Crucifixion. Thank you for all that you did to make it such an inspiring morning. I am just sorry that time did not allow for some of us to stay and enjoy some Fellowship afterwards.

With our prayers and best wishes to you as you continue to serve God.

Love



Joan Uys - A.W.F. Regional President.

1. With Delysia leading the bible study group, I grew to learn about the teachings and lessons in the bible in a casual yet real and meaningful way. There were times that I questioned my knowledge or rather lack of it, repeatedly voiced my opinions and ideas about my understanding of what was being discussed, Delysia always welcomed the questions and comments. I was allowed to have my opinions but gently led to 'see' God's reasoning and His meaning in my life. I grew to enjoy bible lessons because it allowed me a sense of freedom to challenge and learn with a deep and meaningful understanding.

2. I think by my constant questions and personal issues, you grew with me. You listened quietly and allowed God to lead you to lead me and help carry me through the difficult and uneasy problems that I experienced. I think by putting yourself at my disposal, you helped me and in turn you grew to become more selfless, accommodating and a guiding hand to where we both should be.

3. There were many instances when I needed a healing hand, a supportive shoulder or just a friend, Delysia will always be the person I would go to for prayer or just to

vent my feelings.
When I became pregnant which was only by the grace of God, at 16 weeks tests revealed that the baby could be suffering from Down's Syndrome. I went for prayer not able to utter a word because my pain was so intense, I was so angry at God for giving me this opportunity to be pregnant and then to be given these test results. Delaysia sensed my pain and hurt and prayed, my baby was born perfect!

I had family problems with my mum and brothers and needed someone to understand the disappointment and hurt my husband and I went through. I needed Delaysia to 'see' the pain and injustice, she never judged either my family or me, but gave me good, solid advice, never showing bias to one or the other.

When my husband broke his leg in 2008, it was Kelvin and Delaysia who visited not as home-cell leaders but as friends.

My mum suffered a heart attack in 2009. We spent the entire day in hospital worried and frightened - we came home to a meal for my entire family, prepared and cooked by Kelvin and Delaysia. Delaysia's not just a leader in church, she has shown us all that God's love lives

through his children. Delysia's love for
God is so evident in all the deeds
and help she shares.

D Tech – Education Study – DN Timm

Research Participant Questions

Please can you respond to the following questions:

1. To what extent and how did I influence your learning during our time as members of bible study group?
2. To what extent and how did you influence my learning during our time as members of bible study group?
3. Can you describe the emotions you experienced during these learning moments giving instances or examples as appropriate.

Thank you.

QUESTION 1

As someone who first needs head knowledge before the spiritual truth becomes heart knowledge, I really appreciated Delysia's sound and extensive knowledge of Scripture. She is able to explain spiritual issues in a down to earth and easy to understand way without quoting Christian platitudes. It is important for me to go to a bible study and learn new things and this wish has been fulfilled in Delysia's group.

I have become more accepting of other's thoughts and attitudes. When members of the bible study ask what I consider to be a really daft question, Delysia answers them with respect and insight. Everyone is at a different stage in their spiritual journey and our bible study group caters for everyone.

Delysia gives members of the bible study turns to present the material. This has helped me a great deal and I thoroughly enjoy being given the opportunity to research and pray about the forthcoming bible study.

QUESTION 2

This question is almost impossible to answer. How can I second guess Delysia? What she may have learnt from me is how to deal with a loud, opinionated person. (And she does it so well!) The bible study group consists of such a variety of members which I think has stretched Delysia's pastoral and teaching skills.

QUESTION 3

I am excited when I learn something new or a confusing section of the Bible falls into place. Delysia often gives us a challenge or something to think about during the week and this guides me during quiet times. God, in his immense and incomprehensible goodness, often gives answers in the Scripture I read after the bible study. This builds my faith.

From: Lola Prior [mailto:lola.prior@yahoo.com]
Sent: 26 January 2012 03:34 PM
To: Delysia Norelle Timm
Subject: questionnaire

Here are my responses to your three questions:

1. Delysia is a very encouraging and inspiring person. She has influenced the dance for joy group greatly with her commitment to the group as well as with her involvement in the group. As a member of the dance for joy group we looked to her for continued inspiration and motivation, of which she always gave so abundantly.

2. Being part of a worship group, I see ourselves as playing a supportive role in each others lives. Looking to each other for advice in times of need, friendship and daily encouragement. All of which we share with each other and thus influencing each others lives in a positive way.

3. The emotions I experienced during these learning moments would be one of joy and happiness. This is because the outcome of our worship and time spent together was always uplifting to others and pleasing to God.

● **Heidi Bussy Traut – from Facebook**

○ Wow, really difficult having to think back through to a year ago.

1. You shared joy and your love of the Lord which helped me to see it too.
2. ??? Maybe I shared my laughter and sense of the ridiculous and shared that perfection is not necessary. What is important is trying and joy
3. Lots of laughing all the time and just enjoying the dance. You showed your love for the Lord in not holding back when you danced and not being self conscious. You were always willing and eager to dance in other places and didn't care what others thought

Best wishes
love and God bless
Heidi

**Revd. Hylton Regis Hardie
Parish of St Augustine's
Anglican Church
PO Box 39781
QUEENSBURGH
4070**

**D Tech – Education Study – DN Timm
To whom it may concern**

- 1. As an amateur flower arranger I am always amazed by Delysia Timm's approach to a floral display. The flow, thought and theme plays a very important part in her approach to an arrangement. Delysia's use of fabric in the background gives life and is very prominent in bringing out the flowers she uses.**
- 2. The extent of my approach to your floral arrangements when we have worked as a team for religious festivals was your ability to co-operate with the team and blend in colour, themes and take constructive criticism.**
- 3. I participate in the Pavilion Flower Show each year and Delysia always makes time to walk through the show to enjoy the various themes and to discuss with me her views and joys of the displays.**

The great religious festivals always have an impact on our emotions when the church comes alive with the bright floral arrangements at Easter, Christmas, Pentecost and our Patronal Festival.


REVD. HYLTON HARDIE

1. You influenced my learning as a member of the flower panel in showing me more about flower arranging and how the Holy Spirit guides our hands

2. I hope I influenced your learning with some enthusiasm and friendship.

3. Some emotions experienced during these learning moments were lots of laughter, companionship, friendship and also amazement at how the flower arrangements came together and ~~was~~ made the church look so beautiful.

Delysia Norelle Timm

From: Charys Beswick [jcharysb@gmail.com]
Sent: 12 March 2011 11:31 AM
To: Delysia Norelle Timm
Subject: Answers of a sort

Dear Delysia

Here are my answers to your questions. As I am busy with school work they are straight off the top of my head so I do hope they will do. Shall I post the consent form to you as I'm not too good with scanning, etc? It should arrive near your deadline. Remind me of your address please. Hyde Road???

Congratulate Lance on reaching 21!!! And Brian could have done with Evan over the past couple of weeks with his toothache.

Hear that you have a new priest. Brian knew him from St Cyprian's (I think) youth group years ago.

It is warming up here. Promises to be a lovely dry, sunny day today with a high of 12 and low of 8!!!
Better than the -3 to 7 on Monday!
Love to you both.

Charys

1:1 Dance for Joy

You were always

- **Positive**
- **Faithful**
- **Cheerful**
- **Patient**
- **ready to listen**
- **Good at memorising the moves so I could follow (Hal)**

1:2 Bible Study Group

- **From you I learnt what good teaching is all about**
- **Increased my depth of knowledge and faith**
- **Always positive/encouraging**
- **Divergent thinking taking us into thoughts not previously crossed**
- **Kind to all**
- **Whatever I said you made me feel valuable so that I wasn't afraid to voice my opinion**
- **You repeated important points so they would sink in (hopefully!)**
- **Gave me self-confidence so I felt I too could lead if/when necessary**
- **Hospitable**
- **Accepting of differences**

1:3 Flower arrangers panel

- **Taught me the basics**

- Encouraged me
- Constructive criticism
- Made it fun
- Shared ideas
- Gave confidence
- Listened to my thoughts
- Approval

2:1 Dance for Joy

- By being there?
- Hopefully by being a friend

2:2 Bible Study Group

- Attending
- Voicing my opinions

2:3 Flower arrangers panel

- Being encouraging
- Working as a team
- Accepting my opinions

3.

Closer to God with fellow Christians who were able to freely express their faith without holding back.

Lots of joy, laughter, friendship, moments shared which made me feel as though life is all worthwhile.

I can remember that you often helped me to go over dance steps, which as a learner with 'memory difficulties', always baffled me.

Bible Study was always good to attend as, even when really, really tired after a long hard day at school, you always made it fun and useful with practical ideas. In my opinion men, and this may or not be a criticism of male priests and teachers depending upon how you see it, tend to be a little airy fairy in their teachings, whereas you (and other women) always ensured that we went away with something practical in mind.

1. I had the opportunity of attending two Quiet Days, both of which created a sense of fulfillment. I left the meetings with a "completeness" of some sort, almost as if the Holy Spirit reminded me of His presence in my life.

2. When you enter a Quiet Day, you enter alone, you with only you and God on your mind - and you leave with a huge sense of togetherness and a beautiful unity among other women. My experience during Lent gave me such a rich and precious experience. I will always be reminded of the wonderful sense of warmth I received sharing.

3. Having days like this helps redirect and reposition a person. You always know ~~there~~ there's God out there, you even take His coverage of your life for granted, but days like this help bring you back on track to really 'see' Him for His awesomeness and the power of His love. Having Quiet Days creates also an 'unselfishness' side of a person. You don't only focus on 'you', but you 'see' that there are other women who experience pain, hurt even ^{the} death of loved ones - and yet their strength - shows

you that if that person can go on -
then I can too!! Quiet Days are
Growing Days in God!!!

B Theology – Research report

DN Timm

Research Participant Questions

Please can you respond to the following questions by sharing your own experiences.

Please can you write a few sentences for each question.:

1. What would you like to tell me about your experience of Quiet Days and their influence on your personal spirituality?
2. What would you like to tell me about your experience of Quiet Days and their influence on your (spiritual) relationships with other women?
3. What would you like to tell me about your experience of Quiet Days and their influence on your (spirituality) service to others?

- 1) Firstly I would like to say how beautifully and wonderfully you had everything prepared for us. The music was lovely, it put us in the right frame of ~~frame~~ of mind. Especially Mary's Alabaster Box. From my experience it has uplifted me body, mind and soul. I pray that my everyday life can be like that. There's always positive feelings, nothing holds us back. I can praise and worship God with my whole being.
- 2) When women are together, we bring out the best in one another. There's no judging one another. Our faith in God is so great when we are together. Our emotions run free and we can sing praises to our Lord. There's the feeling of the Holy Spirit among us. (Goosebumps). There's also a feeling of oneness and calm.
- 3) Always being there to help one another. Never judging. Being true and good in the Christian faith and beliefs. So others can follow Christ. To give back whenever I can. Amen.
"God is good all the time, All the time God is good."

B Theology – Research report

DN Timm

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3. What would you like to tell me about your experience of Quiet Days and their influence on your (spirituality) service to others?

① The Quiet Day made me look at my self and my relationship with God. The time spent in prayer reading my Bible & meditation. From the Quiet day I was able to feel the love, joy and peace spent in his presence.

② Mixing with other women you share your experience and also learn from others. Share one another's joys and sorrows and how to overcome trials and tribulations. To pray for one another and to build a bond of love & unity.

③ When you serve others you serve God. A phone call to someone who is not well can cheer them up. Visiting people in need of prayer and sharing God's word. To be of service to the old and the lonely. The Bible says if you have done the least of these things to my brothers you have done it to me.

B Theology – Research report

DN Timm

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3. What would you like to tell me about your experience of Quiet Days and their influence on your (spirituality) service to others?

1. Quiet Days give one the opportunity of withdrawing from ~~the~~ everyday activities and focussing on God → a deepening of my relationship with God
2. From the Quiet Day I have experienced I believe they ^{draw} the women attending closer together. We have all taken the same walk through the discussions and questions of the Quiet Day and we all understand that each of us is trying to deal with them in our own lives.
With regard to the Quiet Day's influence ^{on my relationship with} ~~on~~ women who did not attend: I believe that I would want to pass on/share what God has laid on my heart during the Quiet Day.
3. Quiet Days top up / ^{fill} my "spiritual tank" and this, in turn, allows me to let God help me in my relationship ^{with} / service to others

B Theology – Research report

DN Timm

Research Participant Questions

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3. What would you like to tell me about your experience of Quiet Days and their influence on your (spirituality) service to others?

1. I have always enjoyed the experience of quiet days which have been varied. They have helped me to meditate which I usually find difficult.
2. After a quiet day I have been able to share the experience with a close friend.
3. Quiet days have encouraged me to regularly get involved in the frail care centre where I live, to get residents involved in art and crafts which is a therapy. To get some dancing and to visit and pray with the sick. Being on the Management Board of a children's home, I realise the spiritual needs of the children are very important.

Jay Ford.

B Theology – Research report

DN Timm

Research Participant Questions

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3. What would you like to tell me about your experience of Quiet Days and their influence on your (spirituality) service to others?

① Quiet Days - in prayer is very very soothing to ones inner self. It brings calmness, peace, love and humility. You are having a personal talk with God.

② It brings home the fact, that we as women, are not alone in our way to God. One's spiritual life is taken to another level. You are undisturbed and so are really enjoying this quiet Day.

③ We as christians need to be reminded all the time, about service to others. A thank you - a hello - a smile can make a whole world of difference to someone. It does not cost one anything. Service to humanity is in fact service to God. These experiences enrich you, ^{and} all those around you.

B Theology – Research report

DN Timm

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3. What would you like to tell me about your experience of Quiet Days and their influence on your (spirituality) service to others?

- 1) I picture myself at the foot of the cross feeling our Lord Jesus' pain that he went through for me. The presence of holiness all around me. It is a beautiful feeling hard to explain. I get very emotional. I talk to the Lord telling him all my problems, he is the only one that understands.
- 2) I can relate to them in their suffering and speak to them with more feeling and I understand their pain and always encourage them to come to quiet days or even pray in a quiet surrounding as our Lord tells us "be still and know that I am Lord"
- 3) What a awesome feeling only if you ~~be~~ hear his voice through his servant who is administering to us can you understand I feel I can relate to others my experiences and also help them in the struggles of this world

Pp 21 - Ryan: defn spirituality.
Pp 22 -

B Theology - Research report

Pp 24 - recognize the
divine presence of
God embodied in the other!

DN Timm

Research Participant Questions

Please can you respond to the following questions by sharing your own experiences.

Please can you write a few sentences for each question.:

Pp 30 - how we
see our body!

1. What would you like to tell me about your experience of Quiet Days and their influence on your personal spirituality?
2. What would you like to tell me about your experience of Quiet Days and their influence on your (spiritual) relationships with other women?
3. What would you like to tell me about your experience of Quiet Days and their influence on your (spirituality) service to others?

Quiet days are these times set aside for me to be still before the Lord, to listen to his word, to communicate with the Lord thru nature! Quiet days are the hours for me to spend wholly + solely with God as my creator. I am because of God! He made me, He gave me life! I am able to connect to God more fully as thru my vocal days, I have no time to set aside for God; I am unable to worship him in + thru my work, I try but am just not able! After a quiet day I return feeling energized in my whole being! I feel that peace within me that passes all understanding. Thru the sharing experiences among other women I am able to connect more deeply with other women - to celebrate their joys, their pains, their laughter! I am able to discover + discern their Christlight! I feel more compassionate to them as I see the commonness between each of us made in God's image: not hidden + masked by the clothes we wear! As I am energized I do I discover more of my gifts during the quiet day, I am able to be of service to others in meeting them @ their point of need! I can be of service as I use my God given gifts for God's service!

Appendix D: An exemplar of a completed framework for one concern for a lecturer

	Observed by the lecturer	Not observed by the lecturer
Observed by the Academic Developer	<p><i>Expressed concerns</i></p> <p>Sherlien is frustrated at the students lack of learning a vital component, that would need application at higher levels. Sections required memorisation. (survey questions)</p> <p>The students see the section as not relevant, they could not relate.</p> <p>Students need to be active participants in their learning.</p> <p>Learning can be a fun experience</p> <p>Dealing with Emotional issues for students promotes learning</p> <p>Students influenced her to use card games for learning</p>	<p><i>Inferred concerns</i></p> <p>Sherlien interest in the lives of her students leads to successful learning</p> <p>Emotional issues can get in the way of learning</p> <p>She is innovative and caring as a lecturer which is time-consuming</p> <p>She takes risks in her class in using unconventional/innovative methods of teaching</p>
Not observed by the Academic Developer	<p><i>Unexpressed concerns</i></p> <p>All the students in her class must pass the energy and enthusiasm for the students learning</p> <p>Not all students see it as fun and exciting to play card games</p> <p>Not all students can play card games</p>	<p><i>Dormant or delitescent concerns</i></p> <p>Her desire for personal success as a teacher</p> <p>Is the learning using games effective?</p> <p>Do students believe in their own ability to learn?</p>

Appendix E: B Theology Degree curriculum outline

Credits required for completion:

To complete this 364 credit Bachelor of Theology degree you must:

- complete the Fundamental Course - 10 credits (or receive credit for recognition of prior learning);
- complete all six Core courses - 126 credits;
- complete two Elective courses in each of the three academic streams - 144 credits (Working with Sources, Engaging with the Christian Faith, and Applying Theology in Ministry);
- complete a further three Elective courses selected from any of the academic streams - 72 credits;
- in the last year of study, complete the Compulsory course 7401 (Integrating Theology and Ministry) - 12 credits.

If you complete at least four electives in any one academic stream, as well as completing your 7401 academic report in that same stream, then your degree certificate will carry an endorsement in that subject area. Note: this is not the same as a "major"!

Courses on the B.Th Programme:

Fundamental Course

	Credits	Level of difficulty
7000 Developing Skills for Theological Study	10	Introductory

Core Courses

	Credits	Level of difficulty
7002 Engaging with people pastorally and ethically	22	Introductory
7003 Growing spiritually; thinking theologically	24	Introductory
7004 Interpreting Texts: Bible and other sources	30	Introductory
7005 Practising Christian Leadership and Management	12	Intermediate
7006 Facilitating a Christian response to HIV and Aids	12	Intermediate
7001 Doing Ministry for a Change	26	Advanced

Electives

Working with Sources	Credits	Level of difficulty
7103 Working with Old Testament Texts & Contexts 1	24	Intermediate
7104 Working with Old Testament Texts & Contexts 2	24	Advanced
7122 Working with New Testament Texts & Contexts 1	24	Intermediate
7131 Working with New Testament Texts & Contexts 2	24	Advanced
7155 Exploring our Christian Foundations	24	Intermediate
7156 Exploring Christian growth and change	24	Intermediate
7157 Exploring our Christian Contemporary Heritage	24	Intermediate
7158 Exploring our African Christian World	24	Advanced
Engaging with the Christian Faith		
7243 Wrestling with our Faith	24	Intermediate
7276 Journeying in Faith	24	Intermediate
7261 Living and Ethical Faith	24	Intermediate
7245 Discovering our Christian World	24	Advanced
7281 Working with other Faiths	24	Advanced
Applying Theology in Ministry		
7372 Proclaiming our Faith	24	Intermediate
7373 Celebrating our Faith	24	Intermediate
7375 Caring in Faith	24	Advanced
7377 Teaching the Faith	24	Advanced
7378 Reading the Faith through Women's Eyes	24	Advanced
Compulsory ELO		
7401 Integrating Theology and Ministry (includes writing and Academic Report)	12	Advanced

Recommended Study Path

Unless directed otherwise by your church or by those responsible for your training, it is recommended that you:

- start with the fundamental course 7000;
- continue with the introductory Core courses that are pre-requisite for some of the Electives - spread these over at least two years (7002, 7003,

Appendix F: Copy of my written text I prepared for a sermon

Exodus ①
 Populst - popery not prediction! → To understand
 the moral claim of God in the present world! Challenge
 people to God see & now

② More than social protest - figures of moral stature
 who protest against & challenge vested interests
 - economic, political, social or religious! Connected
 with moral response to God's claims than assertion
 of human rights! Covenant relationship calls
 individual & community to be bound together as
 a result of divine initiative!

③ Proclamation of God's will! One who speaks for
 another - Greek! - other is God himself!
 John tells not forgetting! Steps - utterance
 of true, paradigmatic oracle, remembered by hearers
 passed on by word of mouth! recollections & other
 major prophets - Is, Jer, Ezechiel, Minor! Book of
 Hosea → Malachi! 800 B.C.

Isaiah: Political Jerusalem: unshaken experience of
 Assyrian power! social / moral climate. Minority
 in the majority had potency! absence of power, judicial
 corruption. Is 51:20; Is 51:11! religious life
 Is 11:11! how does God bring people back to
 his world! Isaiah chosen to reach people!

Jerusalem, contact & priests,
 Is. call 6: 51! Isaiah's security lies in
 Sovereign will of God! Not on human resources
 - He knows intentions of God Is 6:3-5
 - Sovereignty of God needs to be shown in events
 of history! God never abandons his purpose
 for his people! There is always a reward there!
 when he makes out his will to redeem creation.

Isaiah gives expectation of coming of anointed one!
 Is 7; 14-15; Is 11! - Synthetic world and righteousness
 the mark of all the relationships within society.
 Peace is which all share!!

Suffered. - God not limited by time he is in past, present, future!
 God spoke his prophets the son [Matt 10:19] - God speaks in
 a way man can understand! To an individual in a
 particular place, time & set of circumstances! Not generally!
 God used the whole personality of the prophet - not
 postman - an ambassador!

Harvest Medicine TiTi: Imbued & positive & comprehensive
 you cannot remain neutral in a moral crisis!

Our God can see you heard! God!
 is God with us? Responsible!
 Do not be a not present physically appear
 I do not know physically appear
 I do not know physically appear
 I do not know physically appear

I Car 1:3-9
 I do not know physically appear
 I do not know physically appear
 I do not know physically appear

Be on guard, be alert!
 Prepare well! they live to fall
 Right living is need for Christ's return!
 A morally alert! Christ is the most important
 event in your life? - Jesus return!

Prepare to celebrate birth of Jesus.
Prepare yourselves - Jesus is coming
Second coming prep!
 Second coming prep!
 Second coming prep!

Advent: Second coming prep!
 Jesus went away leaving servants in
 charge! - each with assigned task!
 What is your task?

Keep watch. - do not sleep! watch
 Be on guard / keep watch / watch?
 In Christ we are emboldened in speaking knowledge.
 We do not lack any gifts!

* Jesus in prophecy role!
 - what does it mean to be a prophet?
 - challenge people to respond to God here &
 now

Concerned in Mark's response to God's claims
 - speaks for God! Jesus said the lord
 all within a particular situation, self claims

all about God bring people back to himself!
 God never abandons his purpose for his people.
 God uses whole person!

- what is Jesus saying - Talking to Mark 8:1-2
 - Brach tells to is Israelites / Paul.
 - Remember Jesus and us! us : . . .

1st Advent 27/11/10

Let no key: Name God Father who loved us, God the Son who redeems us & God Holy Spirit who gives us life.

1st Sunday in Advent.

Preparation - reminded of 1st coming of Jesus human form
gospel hear
of that we celebrate
2012 - but celebrate!
gently
thoughtfully
in quiet!

God in Bible uses prophets to:

Challenge people to respond to God here & now!

who are covenant with Man's response to God's claims

Speak for God! - Thus begin the Lord of OT.

Today's readings - Isaiah prophet - Political tension

social moral climate not good, minority rich, majority

abuse of power, judicial corruption, religious life

undermined! Our times? Tens to lived in such

times! He too is our prophet, priest king!

Gospel: Prophets keep people to come back to God!

God save abundant his purpose for his people!

All should come to salvation! God uses

the whole person - but his Son fully man!

do what does Jesus say: Mark 13: 1-2

Starts out with question! -> People searching!

Be on guard be alert - know what is happening!
in your life, community, world!

Keep watch - We are servants of God! - serve God in
his people's faith, music!

Watch - Do not sleep!

Prepare: eyes, ears; 15:64. we each here or talk for

God is faithful! - are you doing? - God! Do you
are you? - know your track?

One @ dear keeps watch? Who is your watchman? => Who you looking to God??

Feeling inadequate?

Paul: 15:5-9! Remember these words

When you faced with life's problems!

God keep you strong when you in him??

Are you in Christ? Christ in you? Who are you in union with? whose call do

you hear? see? taste? Baptism Accept Christ

Today reminded: How near receive! God gives!

Why? Send us out into the world!!

Amen! Encounter the true Christ in

the world! not of world!

Amen! Keep watch be on guard!

Appendix G: Programme for Quiet Day

St Augustines Church Quiet Morning Reflecting on some of the Women in the life of Jesus Christ 1 April 2010

The aim of the morning is for the women to deepen their relationship with Jesus by reflecting on the women in the life of Jesus Christ and his response/s to them.

Requirements:

- a. *Each person to bring: A Bible, And A Notebook and pen- preferably their personal spiritual journals*
 - b. *Suitable music- a CD player with CD's- quiet instrumental and other music linked to the readings or the season of the Church Year.*
 - c. *A Cross that can stand alone- preferably set to stand in a garden-like setup*
 - d. *Drapes to hang on the cross- a colour for each of the phases- Blue, Green, Red and White*
 - e. *Seven candles to be lit as each stage in the morning is commenced for each phase.*
 - f. *Small strips of paper and pen for each person to write their name*
 - g. *A bowl for the strips mentioned in (f).*
 - h. *Seating- arrange the seating in a semicircle/circle with the cross as focal point.*
 - i. *Optional extras for the garden and participants to reflect on and take away- shells, stone/pebbles, perfumed oil, flowers*
1. Pray, Pray and pray before the session.
 2. Quiet Instrumental music playing in the background as the women enter the venue. They are encouraged to write their name on the strip of paper and place it into the bowl.
 3. welcome women and ask for opening prayer from member.
 4. Play CD- music to set the scene and the tone- Music can be played at other appropriate times in the morning.
 5. Provide the overall context of the quiet morning
Biblical stories are written from the perspective of men based on the Oral traditions of society at that time. There are women who played a significant role in Jesus' life and his ministry as mentioned the New Testament in particular which is our focus for today. Our meditation today will be guided by reflecting on selected Bible readings.

There are four phases-

- † *Women and the Birth of Christ;*
- † *Women and the life ministry of Christ;*
- † *Women and the death of Christ;*
- † *Women and the resurrection and life thereafter of Christ.*

Each phase will be represented by a colour draped on the cross. During each phase, there are seven stages that we will move through with a candle lit at the beginning of each phase-

- † *Draping of the cross*
- † *Context of the section*
- † *Readings*
- † *Quiet time of reflection*
- † *Recording three words that describe your feelings*
- † *Sharing of reflections*
- † *Prayers offered.*

Candles are extinguished after the prayers.

6. Women And The Birth Of Christ – Blue Cloth

- a. One lady to light the candle
- b. Play instrumental music during the draping of the cross- ask two ladies to do so.
- c. Lighting of second candle
- d. Context- Tamar, Rahab, Ruth, Bathsheba, Mary, mother of Jesus- strength in adversity and a foundation for the family
- e. Readings- Luke 1:26-38; Luke 1: 39-56
- f. Quiet time of reflection
- g. Recording three words that describe your feelings about the women and/or Jesus
- h. Sharing of reflections
- i. Prayers offered...

Same format continues for the rest of the session.

7. Women And The Life and Ministry Of Christ – Green Cloth

- a. Context- Mary supported her son in his ministry; Many women were touched and impacted on Jesus life.
- b. Readings- John 2: 1- 12; John 4: 1- 26; Luke 7:11-17; John 8:1-11; Luke 8:1-3; Luke 10:38-42; Luke 13:10-17; Mark7:24-30.

8. Women And The Death Of Christ – Red Cloth

- a. Context- Mary had strong emotions running through her heart for Jesus, accepted God's will from the beginning . How did she feel when he was stripped of his garment Veronica, provides comfort in time of stress, fatigue, restores his dignity. Also the weeping women- Jesus concerned about their welfare.
- b. Readings- Luke 7:36-50; Luke 23: 27-31; John 19:25-27

9. Women And The Resurrection Of Christ – White Cloth

- a. Context- Mary Magdalene- discovers the joy of Easter morning and carries it in her heart each day and to family, friends, world,- the way we live our lives , things we say, way we love our family.
- b. Readings- Mark 16: 1-8; Mark 16: 9-11; Acts 21:9; Romans 16: 1- 5.

At the end, each person is to take a personal memento from the garden and a name from the basket. During tea, get to meet and know the person and pray for them.

Appendix H: handwritten story of JNGE

The Student Experience

JNGE was a ~~young~~ just an ordinary young little kid from the ~~rolling hills~~ ^{dusty roads} of Virginia valley. She was just not good enough, JNGE, just not good enough to be born of a married couple. She was ^{only} good enough for her grandfather to love and believe in until she age of eight years old, Well that is what she believed until that Sunday morning when all she could do was cry. Cry because it was few days before Christmas. Who would buy her a Christmas present? would she get a Christmas present. she thought as they carried her grandfather, away ^{all wrapped in a white sheet} from the house. ~~and~~ Everyone else around her was crying, she was not sure if they were sad cos of no present or because his voice would no longer be heard! His Friday nite sweet treats would no longer be! Well maybe he was no more cos she was just not good enough! She should've listened more and asked less questions. She should've sat still more and not been so fidgety! She was just not good enough, JNGE, just not good enough!

So she had to go and stay with her mom and her husband! She was just not good enough to stay with her grandmother and all the other lovely kids in the home! So JNGE set out on a path to be good enough! She worked hard at school, no time to play too much, JNGE had to be good enough! She would not disappoint anyone! She really

was as one of his teachers said, a diligent, hard working little girl who gave of her best at all times! She was happy, she was ~~so~~ excited to be good enough! She would be good enough to one day become a doctor! After all she was good enough in school and she would no longer be just not good enough! She was sad!

Soon her Mom realised she may just not be good enough to become a doctor! Oh my just not good enough as she did not have the required subjects @ school to become a doctor! Oh my the family dream was not to happen! TNGE, TNGE!!!

The ^{big little} school in the rolling hills ^{with dusty roads} of Muzinkulwana could not ~~possibly~~ produce a doctor. It was just not good enough for TNGE! Her bags were packed and she was sent off to the Queens City. They spoke a different language in the Queens City big school! This was not a big, little school! It was a big, big school! So many children! all these strange faces!! all these strange languages! She TNGE was just not good enough to be there! She could hardly speak the language. TNGE had a strange accent, she said banana, others said beenana, she said ya'll when referring to many people others said use!! It was hard. TNGE knew she had to be good enough! Many sacrifices were made so that she had the opportunity to become a doctor! Oh my, she missed all the wonderful birthday celebrations @ home, she missed all the wonderful family outings! She missed all her friends from the ^{dusty roads} rolling hills of Muzinkulwana. She would become good enough to be able to move back closer home. Queens City was more than nine

hours drive from the dusty valley hills of
Mazankulwana.

JNGE worked hard, she was serious about school!
She aimed to be good enough! JNGE was good
enough she was so proud of herself @ the end
of her school year she was gonna be good enough
there. Sadly, she was not going to become a doctor
cos she realized she could just not face working with blood
and really she did not want to be a doctor. She
was not good enough. JNGE!

She ended her metric year with an A plus in
Maths on the Higher Grade. She had done good enough!
Even passed the subject that she had not done
the foundations of in junior sec. school! She was good
enough, so she thought JNGE! was good enough!

She really desired to now become a pharmacist
she loved working with chemistry & people! Also she
was not good enough to enrol for Pharmacy @ an
Institution of her choice - She was not the right colour
Not good enough!

When will she be ever good enough?? Are you
ever good enough? She wondered! Maybe her name
should have been ~~JNGE~~ AGE - ABSOLUTELY GOOD ENOUGH
instead of JNGE She may have
been happier in life!

Age!

Appendix I: Sherlien's Powerpoint presentation

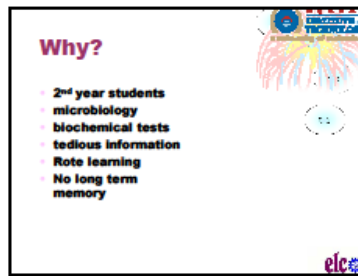
2012/10/25



Card Games

An End to Rote Learning ??

elc



Why?

- 2nd year students
- microbiology
- biochemical tests
- tedious information
- Rote learning
- No long term memory

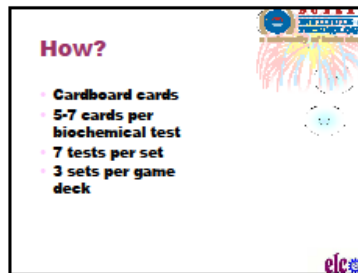
elc



What?

- Card game
- Rummy
- All pertinent information

elc



How?

- Cardboard cards
- 5-7 cards per biochemical test
- 7 tests per set
- 3 sets per game deck

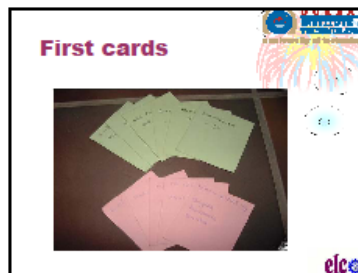
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Rules

- 4 players max
- 7 cards per player
- Set of 4
- Rest = fillers or set of 3
- Winner = no cards

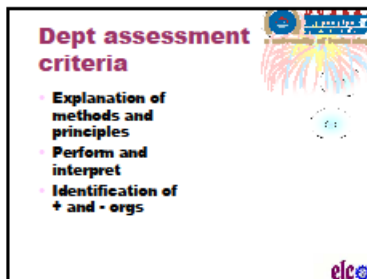
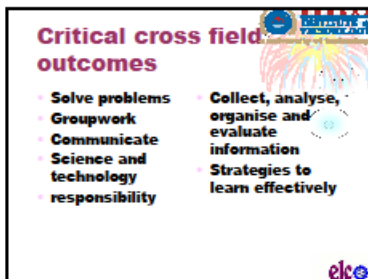
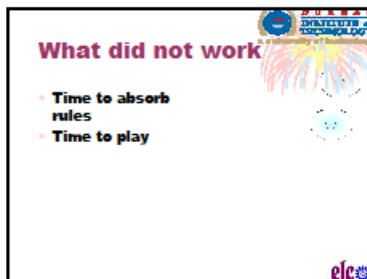
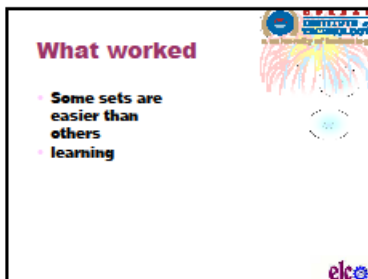
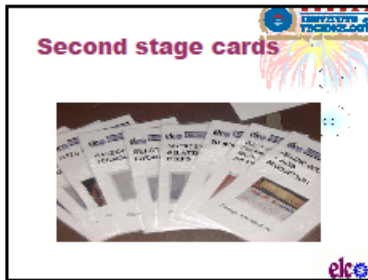
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First cards



elc



2012/10/25

Where to?

- **Evaluation**
(previously done, but not captured)
- **Printing**
- **patenting**


elc

Deep appreciation

- **Delysia Timm (ELC)**
- **Dept of Biomed Tech**
- **DIT**
- **students**

elc

Appendix J: Programme of the Mini- Congress of Society of Medical Laboratory Technology of SA (SMLTSA) held in February 2002



SMLTSA
KwaZulu Natal
Coastal Branch
Mini - Congress
26 October 2002
Programme

- BLOOD TRANSFUSION**
An overview of Prevalence Testing
Ms N Govender, Pathology, SANBS, Pinetown
- The HLA System**
Ms M Nabeek, Transplant, SANBS, Pinetown
- An overview of the Cytogenetics Laboratory**
Ms B. Sijim, S. Kwafor, A. Synt, B. Ndleko, S. Rajar, I. Shazi, Cytogenetics, SANBS, Pinetown
- The rare donor Programme in South Africa**
Ms E. Smart, Immunohaematology, SANBS, Pinetown.
- Chromosomes Analyze In-hair**
Ms B. Rhoole, Cytogenetics, SANBS, Pinetown.
- CHEMICAL PATHOLOGY**
- A Comparison of serum osmolality using the manual method and the calculated method: A King Edward VIII Hospital experience.**
Dr D. Nkomozi, A. Maphoo, C. Mashang, Chemical Pathology Department, King Edward VIII Hospital, Durban.
- Hypothyroidism and Hyperthyroidism**
Ms V. Naidoo, S. Sathnasing, Department of Chemical Pathology, King Edward VIII Hospital, Durban
- The importance of the addition of the correct preservatives and its impact on 24 hours urine sample collection: A King Edward VIII Hospital experience.**
Ms S. Nageswari, J. Balisambidi, Department of Chemical Pathology, King Edward VIII Hospital, Durban.
- Clinical investigations with optimized laboratory testing and its relevance and impact to diagnosis on patients with Myeloma**
Ms S. Nageswari, Ms U. Balisambidi, Department of Chemical Pathology, King Edward VIII Hospital, Durban.
- VIROLOGY**
- The Influenza Virus**
Ms N Pillay, Department of Virology, King Edward VIII Hospital, Durban.
- Epidemiology of HIV in South Africa with its epicenter in KwaZulu Natal**
Dr P. Moodley, Department of Virology, King Edward VIII Hospital, Durban.

08:00-08:50	Registration			
09:00-09:00	Welcome Address Mrs L Shives, Chairperson, SMLTSA, KZN (Coastal Branch) M1	14:00-14:15	SESSION 3: CHAIRPERSON: Miss R Bridgman	The Rh Blood Group System - RHD Genotyping Mrs E Smit, Mr P Reddy, Immunohaematology, SANBS Pretoria.
09:00-09:30	Session 1: Chairperson: Ms L Shives	14:15-14:30		Innovative Teaching Methods Ms S. Pillayappan, Dept of Medical Science, Durban Institute of Technology, Durban.
09:30-10:00	Stress Management Dr HJ Novitski, Specialist Psychiatrist, Mt Edgecombe Hospital	14:30-14:45		An innovative method for Biomedical Technology learners. Mr D Govender, Department of Medical Science, Durban Institute of Technology, Durban.
10:00-10:30	Medico-Legal Ethics Ms N Reddy, Forensic Department, Durban	14:45-15:00		KZN Provincial TB Programme-2years on, its strengths and weakness. Mr AN Bhattar, King George Hospital, Durban.
10:30-11:00	Recent Developments in M.H.L.S. Mr C Gusslep, CEO - NHLG, Braamfontein	15:00-15:15		Susceptibility patterns of Streptococcus Pneumoniae and Haemophilus influenzae from naso-pharyngeal aspirates in paediatrics patients in Kwa Zulu Natal. Mr W Rajkowsky, Department of Medical Microbiology, University of Natal, Durban
11:00-11:30	SESSION 2: CHAIRPERSON: Mrs P Singh	15:15-15:20		Presentation of Awards Ms L Shives
11:30-11:45	Practical Aspects of Medical Negligence for Laboratory Personnel Dr S Naidoo, Forensic Pathologist Durban	15:20-15:30		Vote of Thanks Mr Rob Wilkinson
11:45-12:00	Cold Agglutinins: A Case Study Ms R Beckenkamp, Dr D Moolloy, Dr S Asmal Dept of Haematology, King Edward VIII Hospital, Durban			POSTER PRESENTATION
12:00-12:15	Update on Malaria and the Control programme in KZN Mr L Taylor, Public Health Lab.(KZN), Pinsoo Street, Durban			MICROBIOLOGY
12:15-13:00	Anti Neutrophil cytoplasmic antibody: A laboratory update on immunological testing at Inkosi Albert Luthuli Central Hospital Mrs H Dimmock, Dept of Haematology, JALCH, Durban			M1
13:00-14:00	POSTER WALK			M2
	LUNCH			

Appendix K: Testimonial for Sherlien written by D Timm

15 July 2011

To whom it may concern TESTIMONIAL – Sherlien Prithepaul

I have known and worked with Sherlien since 2001 when she influenced my practice and was willing to share her knowledge in the design and development of innovative learning materials for her Biomedical Technology students. Sherlien attended workshops on *Using Information Communication Technology to Promote Active Learning* that I facilitated as a Materials Developer in the Effective Learning Centre at the Durban University of Technology (formerly ML Sultan Technikon). It was during these workshops that she shared how she had started developing games for her students and I learnt from her experience.

Her desire to connect with her students and to connect them with the subject led her to observe their actions and behaviours even outside the classroom. She observed the fun and deep levels of engagement that students experienced whilst playing card games on the steps and in the corridors – she wanted them to have this same experience in her classroom. Hence she started designing and developing card games and games such as BINGO, using the subject material as the content for the games. Sherlien truly does not fear including her personal self in her teaching and does not seek safety in the technical, distant and abstract approaches to teaching. Instead she has the courage to teach in the moment in a concrete form with great passion and enthusiasm. She loves her learners, learning and the teaching life to the extent that instead of getting out of trouble, she rather goes deeper in by entering the tangles of teaching to get a better understanding of them and to serve her students well¹⁹.

Having started in 2001 with the games designed and handwritten on colored cardboard, she has made many informed revisions including using computers to design and develop her material and extended to other innovative material. She has also shifted from designing and developing the material to getting the students to design and develop their own learning material which I believe has truly enhanced her student-centered approach to learning and teaching, ensuring that she continues to be a learner as well in her classroom.

Sherlien, as the pioneer in 2001 of using games for learning at DUT, has willingly and enthusiastically shared her ideas of innovative teaching as well as her actual innovative practice with other staff in her department and across the campus.

Her ability to be a life-long learner has ensured that she is constantly stretching the boundaries of what she teaches and learns and how she teaches and learns in her interactions with her learners.

I recommend her highly as an innovative, caring teacher showing understanding of teaching and learning whilst providing good leadership and teamwork with other academics.

Delysia Timm

Advisor: Special Projects *in the office of the DVC:Academic*, DUT.

Cell: 0835950183 email: timmdn@dut.ac.za

¹⁹ These aspects are taken from *The Courage to Teach* by Parker Palmer (1998).

Appendix L: Dorinda's Games and Poster Assignment

ASSIGNMENT 3: INTEGRATED ASSIGNMENT

PATHOLOGY CASE STUDY, GAME & POSTER PRESENTATION

COMPONENT 1: PATHOLOGY CASE STUDY POSTER PRESENTATION

-In groups, as designated by your lecturer, each group is to recruit one client with a treatable pathology/condition (see applied pathology list) who will be prepared to participate in a reflexology case study assignment during class times.

-Each member of the group will participate in recording the case history of the client at a time convenient to the client, the group and subject to an available venue. All contracts, letter to participate need to be discussed and signed. Client history and information is recorded on record card.

- Thereafter each member of the group will treat the client twice. Each client will be treated once a week during a class session and one off campus treatment is allowed thus, a total of 2 per week should be completed. A minimum of 8 treatments(4 weeks)should be completed.

- Each therapist will update the client record card and complete a reflection sheet after each treatment.

These treatments will be carried out during class time (Wednesdays), under supervision of the lecturer.

NEGATIVE MARKING will be employed

i.e. minus 5% for any treatment missed by a student or client not organized appropriately according to contract agreement (not arriving)

-On completion of these treatments, complete a poster of the pathology case study which you have conducted as part of the previous section of the assignment.

-The purpose of the poster will be for you to present:

- The theoretical information on the presented condition ie: Common name, medical name, causes, symptoms, common treatment/medication etc.(Literature review)
- The treatment procedures and protocol that were followed (methodology)
- The results achieved.

-Include the following

- Write up on the pathology including relevant body system
- Client profile
- Observations of the feet relative to condition being

- treated
- Attached Record card (Clear, comprehensive & neat)

Technical information:

- Font Arial, size 12 for written documentation
- Font Arial, minimum size 28 and in bold for information on poster.
- Heading font for poster up to 72 font size and Arial also in bold.
- Refer to guide at end on tips for poster presentation.

ASSESSMENT CRITERIA

Assessment will be based on the following:

• Name of institution	1
• Name of topic	2
• Name of presenters	2
• Introduction	5
• Theory of the pathology/body system	20
• Client profile/Observations/Treatment info	15
• Results	5
• Conclusion	5
• References	5
• Presentation (layout, durability etc)	30
• Attached Record Card	10
TOTAL	100

COMPONENT 2: OIL BLENDING AND COSTING

Practical component

-A group will analyze and record the case history of one individual (pathology client from reflex study) during a supervised class session.

- In consultation with the group and the lecturer each group will decide on a blend of aromatherapy oils and a suitable carrier oils to meet the requirements of the client -A minimum of 3 and maximum of 5 essential oils are to be selected for each blend.
- The oil may be used to complete reflexology treatments with or the group can design an aromatherapy tool for the client to assist in their treatment.

Theoretical Component

-Reasons for choice of the selected oils to be given. Explanation of what method/tool used.

- A list including the following must be included in a summary Common name, Botanical name, Specie/family, Part of plant used, Principle chemical constituent and Properties.

- A detailed costing using standardized up to date price lists to be included. The

massage blends are to be blended to meet the needs and the preferences of the clients, whilst at the same time being cost effective.

-Blend 10ml per client for treatments.

* See Essential and carrier oil listing – Appendix A

* See standardized price list – not included

Assessment will be based on the following:

Blend suitability

• Relative to condition	30
• Relative to fragrance	20
• Relative to cost and costing	30
• Correctness of summary	10
• Presentation of tool	10
Total	100

COMPONENT 3 : GAME

In groups, as designated by your lecturer, design and produce a game to aid in learning the position of the reflexes found in the feet and the pathology/condition that was treated by reflexology. Assessment will be carried out by peer assessment based on the game meeting both :

1. Fitness for purpose
2. Fitness of purpose

Assessment will be based on the following:


• Colourful	20
• Durability	20
• Ease of participation	20
• Practicality of transport	20
• Standard of theory	20
TOTAL	100

Appendix M: From designing games to understanding learning: what happens when we play? Powerpoint presentation

2012/11/04


From designing games to understanding learning: what happens when we play?

Delysia Timm




Outline

- Play and learning
- Games and learning
- Learning- Process and product -of game playing




"All the world's a stage
And all the men and women merely players
They have their entrances and exits
And one man in his time plays many parts
His acts being seven ages."

William Shakespeare
As You Like It, Act 2, Scene 7 : 139-143




"The commonsense tendency is for people to define *play* as the opposite of work"

Rieber, 1996, p. 2




For example, play is traditionally viewed as applying only to young children.
Play seems to be something you have to give up when you grow up

(Pruitt, 1990).



There is also a sense of risk attached to suggesting an adult is at play.
Work is respectable,
play is not.



1

Another misconception is that play is easy.

Likewise, children's play is an engaging and deliberate activity in which they devote great effort and commitment. Another misconception is that the activity of play is irrelevant or inconsequential to either formal or informal learning.

Quite the contrary, even as adults we tend to engage in unusually challenging and difficult activities when we play, such as sports, music, hobbies, and games like chess (though adults may balk at using the word "play" to describe these activities)
Csikszentmihalyi, 1990

Work becomes play when one's job is so satisfying and rewarding that getting paid to do it is of secondary importance.
Reiber, 1990
Learning becomes play when *learning* is so satisfying and rewarding that getting marks is of secondary importance.

some researchers are in agreement that games do lead to greater *student involvement* and *increased motivation*, and therefore *enhance the learning process*.
In the course of a game, learners are engaged in an *enjoyable* and *challenging* activity with a clear goal. Often, learners are so involved in playing the games that they do not realize that learning is taking place
Sheptochvili, 2002

History of Learning Games at MLST then DUT

- Learning Materials Development Workshops
- Chemistry Game
- Biomedical Technology
- Dental Technology

History of Learning Games at MLST then DUT

- Environmental health
- Tourism
- Chemical Engineering




How does this learning process operate?

- Empirical observation of learning...


Learning is a process of new behaviour or knowledge acquisition through influence of interaction with one's environment	Learning should be seen as a qualitative change in a person's way of seeing, experiencing, understanding, conceptualising something in the real world
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Seave et al. Marton & Ramacker



What is the process which informs what we see happening?

- Emotional involvement triggering molecular change in the bodymind




Candace Pert

...we have found that in virtually all locations where information from any of the five senses –

- sight, sound, taste, smell and touch – enters the nervous system, we will find a high concentration of neuropeptide receptors.


Pert 1997:142



Candace Pert


Using neuropeptides as the cue, our bodymind retrieves or represses emotions and behaviours.

Dr Eric Kandell and his associates at Columbia University College of Physicians and Surgeons have proved that biochemical change wrought at the receptor level is the molecular basis of memory.



...memories are stored not only in the brain, but in the psychosomatic network extending into the body


...memory is encoded or stored at the receptor level means that the memory processes are emotion driven and unconscious but like other receptor mediated processes can sometimes be made conscious."



Pierre Janet


...we think with our hands, stomach and brain.

..tissues throughout the body and not just our brain store memory




Michael Gershon

Nearly every chemical that controls the brain in the head has been identified in the gut, including hormones and neurotransmitters.




Neurobiologists

Brains can and do change with new input...



It is what we think we know already that often prevents us from learning

Charles Ferns



Appendix N: Challenges of Structure, Environment and Process facing a part-time doctoral student in a new UoT: a critical autobiographical view. Powerpoint Presentation

2012/11/04

Challenges of Structure, Environment and Process facing a part-time doctoral student in a new UoT: a critical autobiographical view

Delysia Timm




What does a Doctorate study look like?

STRUCTURE

- +UoT
- +Webber, 2004
- +TP, 2014
- +Research paradigms
- +My Learning journey
- +My knowledge
- +My skills
- +My values

Is it about learning?
Is it about knowledge?
Is it about career?
Why the specific duration?




Where does Doctorate study take place?

ENVIRONMENT

- +UoT
- +My work
- +My home
- +My family
- +My friends
- +My pets

Is it only at the University?
Is it about whole body involvement?
Is there a flow of life-affirming energy?



How is Doctorate study done?

PROCESS

- +UoT
- +Regulation
- +Myself
- +My supervisor
- +Myself
- +Myself
- +Myself
- +Myself

Is support flexible enough?
Is it organic?
What is the product?

