



Experiences of first-year students on the use of Moodle to learn Business Studies at a South African university.

By

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Declaration

I, Mongezi Nkosingiphile Shezi declare that this Dissertation contains my own work. All sources that were used or quoted have been dully referenced accordingly. This research has not been previously accepted for any degree to any and is not being currently considered for any other degree at any other university.

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As the candidates' supervisor I agree to the submission of this Dissertation.

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Dr. Cedric Bheki Mpungose

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Dedication

I would like to thank my beloved family, mother Nangiphilile Shezi who never failed to encourage me to study hard, father Wilbrood Shezi who encouraged me with his words of wisdom, sisters Mawande, Amandla, Mbusi, Aphelele and brother Qiniso Shezi.

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Abstract

This dissertation presents a case study research of five students who recounted their experiences of learning Business Studies at a South African university, using the Moodle learning management system. The study adopted an interpretive paradigm. This study was conducted with the aim of exploring experiences of first-year students at a South African university taking Business Studies using Moodle. Reflective activity, one-on-one semi-structured interviews, and document analysis discussion were utilised for data generation, in order to explore first-year students' experiences. Purposive and convenience samplings were deployed in selecting this specific group of students, because I needed students who were currently using Moodle and who were also accessible. This study was framed by the TPACK theoretical framework and concepts of the curricular spider-web, in order to explore first-year students' experiences.

The literature reviewed experiences of first-year students' learning using Moodle. Findings from the literature proposed levels of students' experiences as personal, societal, and professional experiences. Findings from the literature indicated that each curricular spider-web concept had three propositions per level of experience. Findings from data analysis indicated that most students were drawing mainly from personal and professional experiences during the reflective activity. Students showed a great deal of improvement during the research interviews, being able to draw on all levels of experience and on each concept of the curricular spider-web. It was found from the study that societal experiences may influence the smooth use of the Moodle platform.

This dissertation recommends that the Business Studies module outline be revised by redefining the rationale. The university is recommended to upload the various readings of the literature (ideological-ware) in order to familiarise students with the understanding of various types of new recommended business ideas. The study suggests that students to read the module outline honestly, in order to understand the learning outcomes that are expected of them.

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Chapter 1

Overview, context, and objectives

1.1 Introduction

The University of KwaZulu-Natal introduced Moodle, an open-source learning management system (LSM) developed by Martin Dougiamas, to provide lecturers and students with an opportunity for e-learning interaction and collaboration (Govender & Khoza, 2017). Thus, according to these studies (Hoadley & Jansen, 2013; Thijs & van den Akker, 2009; Tibbitts, 2015), a curriculum is defined as the plan of teaching academic content in an institution and on a specific course. Furthermore, Pinar (2012) defines the implemented curriculum as the curriculum that explores the historical nature of students' lived experiences in defining curriculum; which, in short, becomes an 'experienced curriculum'. The Pinar (2012) description of curriculum may enable first-year students to reveal their experiences on the implementation of learning per a Business Studies curriculum, using Moodle. This study intends to explore the experiences of first-year students using Moodle to learn Business Studies at a South African university. This chapter therefore aims to present the focus of the study, the rationale, a literature-review summary, the research questions, research methods, data-generation methods, data analysis, data production, limitations, delimitations, sampling, and ethical issues.

1.2 Title

Experiences of first-year students on the use of Moodle to learn Business Studies at a South African university.

1.3 Focus and purpose of the study

The purpose of this study is to explore the experiences of first-year students on the use of Moodle in taking Business Studies at a South African university.

1.4 Location of the study

The study was conducted at a South African university located in Pinetown, KwaZulu-Natal. The focus of the study was on experiences of first-year undergraduates on a Bachelor of Education course using e-learning (Moodle) in taking Business Studies. The university was selected purposefully, and for convenience, as I was studying in the university.

I have chosen this study because of my personal interest and involvement in the learning of Business Studies using Moodle. During my undergraduate studies from 2012 to 2015, I was exposed to Moodle e-learning. It was challenging to use the Moodle platform in my first year of studies, as I came from a disadvantaged background at which I was not exposed to digital devices. I therefore struggled in terms of using the computer, as we were given Moodle log-in details to access e-learning materials. This transition from secondary school to university made things very difficult, especially for a person like me: I was expecting lecturers to give us assignments on hard copy as in secondary school. Things changed at university level because all first-year students were expected to have computer skills in order to conduct university work; for example, submission of typed assignments, Turnitin, PowerPoint presentations, and in browsing for articles to read. This situation resulted in some of us not submitting assignments on time.

This was not intentional: we were not able to use computers as expected by the university. At postgraduate level I was involved in assisting first-year students in their registration processes. Within the process, I noticed that most students were not able to use computers to register. The university provides laptops to all students for Moodle access. However, students cannot use Moodle resources correctly. This results in the students concerned submitting their assignments late because they are unable to download and upload the assignments. The students are also unable to conduct or complete the uploaded quizzes. Students do not regularly check the Moodle platform for assignment updates; consequently, the assessment tasks are not correctly completed. This indicated that the problems I encountered in my first year of studies in the university still exist. The prevailing situation motivated me to conduct this study, specifically focusing on the experiences of first-year students using Moodle in the context of Business Studies. Our nation needs young, capable Business Studies' student teachers who can go back to schools and expose learners to useful business ideas and opportunities using an e-learning platform. Such may assist in understanding their level of experience with e-learning.

Experiences are referred to as everyday life situations and the knowledge that results from the original history (Congdon, 2011; Roth & Jornet, 2014). Experiences in e-learning involve

interaction between students and facilitators which takes place at a specified time and in various places (Hiltz, Goldman, & McCarthy, 2005; Picciano, 2017). This suggests the importance of experiences for first-year students on the use of Moodle in taking Business Studies.

Students must be able to use it in practise, in order understand its capability and desirability, exploring the challenges. Weill, Subramani, and Broadbent (2015) and Aizawa (2005) outline three levels at which students can experience e-learning, namely: personal experience (self-paced e-learning), social experience (facilitated e-learning), and professional experience (written e-learning) levels.

A curriculum is defined as a plan for teaching an academic subject on a specific course (Thijs & van den Akker, 2009), in which the curriculum consists of various concepts, namely: rationale, goals, assessment, content, resources, time, location, learning activities, accessibility/grouping, and students' role. Further to this, the study argues that students are bound to relate their experiences based on these three curriculum concepts: intended, enacted, and learned and achieved curriculums.

1.5 Theoretical framework

Based on the above discussion, this study adopted the TPACK theoretical framework because the content declares students to have content knowledge when using Moodle. Furthermore, Mishra and Koehler (2006) developed the TPACK theory in response to the absence of theory guiding the integration of technology into education. TPACK represents an extension of Shulman (1986) characterization of the knowledge needed to teach specific content, that is, pedagogical content knowledge, or knowledge needed to teach specific content via technology. The TPACK framework highlights the knowledge of technology components. Furthermore, the three main knowledge components are the TK, which refers to resources, the CK, which views content, and the PK which unearths pedagogical practices in the process of learning (Mishra & Koehler, 2006). TPACK may be relevant in framing this study, because the study is based on unpacking content through the integration of technology. Technological knowledge may be influenced by social experiences because students may use discussion forums in Moodle to conduct peer assessment. Content knowledge may be influenced by professional experiences because in Moodle students may download the uploaded materials that are prescribed by the university to unpack the content. Pedagogical knowledge may be influenced by personal experiences because first-year students may use their previous personal experiences to unpack content in Moodle.

1.6 Objectives of the study

The purpose of the study is:

1. To explore the experiences of first-year students on the use of Moodle to learn Business Studies at a South African university.
2. To explain the skills that may be drawn from the experiences of first-year students on the use of Moodle to learn Business Studies at a South African university.
3. To understand the reasons that inform the experiences of first-year students on the use of Moodle to learn Business Studies at a South African university.

1.7 Research questions:

1. What are the experiences of first-year students on the use of Moodle to learn Business Studies at a South African university?
2. What skills may be drawn from the experiences of first-year students on the use of Moodle to learn Business Studies at a South African university?
3. How do experiences of first-year students inform the use of Moodle to learn Business Studies at a South African university?

1.8 Research design and methodology

This study falls under the interpretive paradigm. An interpretive paradigm is described as a paradigm that highlights the importance of better comprehension of the world through researchers' involvement (Tuli, 2011). Mack (2010) states that the main interpretive tenet is that research can never be objectively observed from the outside; rather, it must be observed from inside through the direct experience of people. Hence, Morrison (2011) outline that researchers of this paradigm should be members of the societal actuality they are researching. Morrison (2011) also assert that individual researchers will only be able to understand the societal domain if they play a part in it.

For this reason, the university at which I currently study has been chosen. I am aware that I have to take care not to be biased with my interpretation of first-year students' experiences.

This paradigm directly fits with this study, since the focus is on the experiences of the students when using an online system (Moodle). Hence, the interpretive paradigm is believed suitable for the study. The weakness of the interpretive paradigm is that it works with any experiences of people (Mack, 2010). Thus, this study will not examine simply any experience: it will work with first-year student's experiences on the use of e-learning systems in order to obtain relevant data. A research approach in generating the data will be discussed.

1.9 Research approach: qualitative

This study utilised the qualitative approach because it sought an in-depth look at experiences of first-year students on the use of e-learning at a South African university. Creswell (2017) maintains that qualitative research is a characteristic investigation of everyday life and perceptions that are made of human conduct. Merriam (2002) mentions that qualitative researchers gain learning from sources that have suggestion recognition. O'leary (2004) clarifies that qualitative research centres on investigating and examining the issues in question. Qualitative research distinguishes weaknesses, providing the extent of the issue. Golafshani (2003) argues that qualitative research encourages researchers to perceive the societal and cultural aspects in which people live. Qualitative research therefore centres on understanding and investigating human conduct and individual experiences.

According to Creswell (2017), qualitative researchers deal with socially constructed realities and qualities that are complex and united into separate variables. Their responsibility is to attempt to describe, understand, and interpret how various participants in a social setting construct the world around them (Merriam, 2002). Golafshani (2003) states that qualitative research uses a naturalistic approach that seeks to understand phenomena in context-specific settings, such as the real world, in which the researcher does not attempt to manipulate the phenomenon of interest. Therefore, this qualitative study approach allowed me the opportunity of understanding and describing the skills by which various first-year students make personal sense of their lives, without bias. The study was about e-learning. The subject is people (students from a South African university). The plan was to understand students' experiences on the use of e-learning in Business Studies, and what informs their experiences.

1.10 Research style: case study

These studies (Gillham, 2000; Silverman, 2013) express the three kinds of case study: intrinsic case study, collective case study, and instrumental case study. In intrinsic case study there is no push to generalise a single case. An instrumental case study provides knowledge of an issue; and a collective case study analyses a general phenomenon through viewing similar various cases. This study adopted the intrinsic case study in exploring experiences of first-year students in Business Studies. This is a case of five first-year students at a university using Moodle when taking the module. The intrinsic study offers ways of achieving a positive curriculum implementation. This study was not expected to generalise its findings. It assisted in highlighting the experiences of first-year students when taking Business Studies using Moodle at a South African university. A case study offers empathetic, thoughtful, and comprehensive information from various sources (Bertram & Christiansen, 2014). This study may help close the gap left by other researchers on the use of Moodle.

Gillham (2000) portrays a case study as a request to respond to a specific research question, looking for different data from the case settings. Case study is seen to assist in finding solutions to research problems. Yin (2017) defines the case study as a pragmatic examination which explores recent events within every day circumstances. A case study is important in that related conditions of the phenomenon are being analysed. Morrison (2011) portray the case study as study of individual people and real-life conditions. A case study covers a participant's experiences and actual life. Despite the fact that its results cannot be generalised, a case study indicates the reasons for behaviour, giving empathetic, in-depth and detailed data from various sources.

Furthermore, Yin (2017) states that case studies include a variety of observations which are implanted specifically into situations. A case study may be a plan or an experience that is restricted by timing and location. Schumacher and McMillan (2006) indicate that a case study explores a limited framework utilising various sources of data at an established location. The generated realities are accumulated, so as to gain diverse responses to the research questions. Case study helps in exploring diverse events which are vital (Schumacher & McMillan, 2006). In other words, a case study has assisted with exploring the specific students' experiences when taking Business Studies, using Moodle. This study adopted a case study design which is suitable in that it offered an organised method of data generation, analysing the data, and reporting the findings.

1.11 Sampling

Bertram and Christiansen (2014) declare that sampling is a process of choosing which group of people, location, activities, or practices to study. An sample may be alluded to as a part of analysis; and the sample is chosen by the researcher, which is subject to the data-generation methods, adding to the population and style of the study. This proposes that the measure of the sample of this study will rely upon the research style and population size. Morrison (2011) characterises sampling as the population to be utilised in the research. To overcome obstructions such as cost and time, researchers select a small group or set of the population to represent the total population. The study sample was five first-year Business Studies students. Sampling consists of two main methods: probability sampling (random sampling) and non-probability sampling (Morrison, 2011). Purposive sampling, as one of the non-probability sampling constructs, incorporates random sampling, stratified sampling, cluster sampling, stage sampling, and multi-stage sampling. Non-probability sampling incorporates convenience sampling and purposive examining (Morrison, 2011). Purposive sampling was adopted by this study on the grounds that the sample was representative of the greater population.

1.12 Data-generation methods

In this study, there were three methods used to generate data, namely, reflective activity, one-on-one semi-structured interviews, and document analysis.

1.12.1 Reflective activity

Reflective activity is a written activity that requires participants, for example students, to complete a short series of questions about the phenomenon being studied (Mtshali, 2015). This study adopted reflective activity as the method of data generation through questions that had been sent to the participating students, who were given two weeks to complete them. However, McLeod (2014) defines reflective activity as a well-mannered set of questions that may be used to obtain information from the participants in a research. Questions may be open or closed-ended. Reflective activity is mostly used by scholars to evaluate community opinions through asking questions (Morrison, 2011). In this study, students were given the opportunity of expressing experiences of what they think in their own words; and to produce detailed responses on learning the Business Studies curriculum using the Moodle platform. The designed reflective activity was in line with the curricular spider-web concepts, as have been reflected in the study (see Chapter Two).

1.12.2 One-on-one semi- structured interviews

This study adopted the one-on-one semi-structured interview as a second method of data generation that assisted in exploring and unfolding students' experiences on use of e-learning. Schumacher and McMillan (2006) define semi-structured interviews as open responses to questions in order to draw participants' meanings and the way in which they make sense of them.

One-on-one semi-structured interviews were the most suitable for this study because they allowed all five participants to give more detailed response. Students had been asked to tell their autobiographical story, detailing reasons for taking Business Studies, before asking specific questions related to the reflective activity, and new ones for curiosity's sake. In terms of language, participants were able to respond in whichever language they were comfortable with (English, isiZulu, isiXhosa, etc.) for full understanding of their context. The participants were allowed to speak in an informal manner during the interview, being comfortable and relaxed, which ultimately generated more honest data.

Nieveen (2013) declares that interviews generate large quantities of textual data, such that, when one transcribes, the one-hour interview may become fifteen pages of text. For this study, in overcoming this weakness, the data was not transcribed during interview sessions in order to avoid misrepresentation of information during transcription. Rather, the cellphone has been used to record the interviews. I assisted with establishing accurate findings; important information was not left out (Galletta, 2013). This helped me always to go back, checking and verifying the information.

1.12.3 Document analysis

According to these studies (Creswell, 2017; Schumacher & McMillan, 2006), documentation refers to public documents such as Internet information, official reports, policy documents, and minutes of meetings, empirical research, and private documents such as personal journals, and letters. Document analysis is regularly used to provide extra information as well as to support the research process. The study utilised document analysis as an additional data-generation method to triangulate the research. Data was acquired per other methods. The Business Studies outline was analysed. The aim was to look specifically at what Module use intends to achieve pertaining to the taking of Business Studies using the Moodle platform.

1.13 Data analysis

Morrison (2011) describe qualitative data analysis as making logic of data according to the participants' explanations of the status quo, observing patterns, subjects, groupings, and consistencies. According to O'leary (2004), qualitative analysis comprises working between cycles of inductive and deductive perception, exploring the themes and the interconnections within themes. Marshall (1995) states that qualitative data analysis is the process of bringing order, structure, and meaning to the mass of collected data. The analysed data in this study were three essential and incorporated items: what the data said; how it was interpreted; and what the data meant, before the analysis presented to the readers. Therefore, guided analysis was adopted in which I included both inductive and deductive reasoning as a procedure. Dhunpath and Samuel (2009) describe guided analysis as groupings formulated prior to the study, subsequent guided analysis, and groupings adapted through relations with data. Inductive reasoning was improved by ensuring that the groupings developed from the data. By contrast, I began with a set of groupings, which were plotted on the data, affecting deductive reasoning. Open coding was employed. According to Cohen, Manion, and Morrison (2011), open coding is the modest marker that a researcher attaches to a part of text to describe and group that part of text. Guided analysis has been used to assist with coding participants' responses from the interview transcripts. This revealed the aim of this study which was to explore first-year student's experiences on using the Moodle platform for Business Studies in a South African university.

1.13.1 Trustworthiness

Trustworthiness speaks of the method by which the researcher is able to convince the receivers that the results in the study are worth paying attention to, and that the research is of a high quality (Guba & Lincoln, 1994). The issue of trustworthiness must be considered in data generation, at the stage of data analysis, and in data interpretation stages. This will guarantee that the findings of the study are in line with what is occurring on the ground, therefore the findings of the study may be trusted. Trustworthiness intends to describe and not to measure (Mack, 2010).

Guba and Lincoln (1994) also propose that emphasis on the following concepts will increase trustworthiness in a qualitative study credibility, transferability, dependability, and confirmability. The trustworthiness of the study has therefore been ensured in attended to and observing the above stated concepts.

1.14 Ethics

Cohen et al. (2011) mention that the word ethical is used to indicate rules of conduct or traditional values pertaining to a code or set of principles. Christiansen, Bertram, and Land (2014) state that ethics are an important consideration in research, particularly with research involving humans and animals. All research studies follow certain ethical principles which involve the right of participants to be protected from any harm that might be caused by the research. In this research, these considerations were prioritized. Cohen et al. (2011) also explain that ethics are about being morally sensitive to other people's rights, and respecting their dignity as humans. In a study involving students as participants, their rights and human dignity were respected. Cohen et al. (2011) clarify that ethics are positioned. This denotes that ethics must be interpreted in a particular location. Therefore, ethical clearance has been obtained from the registrar at the University of KwaZulu-Natal. I obtained permission from participants, by communicating with them, asking the students to acknowledge the approval, and sign their consent as agreeing to participate in the study.

1.15 Limitations

Simon (2011) states that limitations are potential weaknesses in the study which may be out of the control of the researcher. Human beings are naturally unique. As a researcher, I was fully aware of the diverse characteristics and behaviours of the participants (Simon, 2011). I am a student in this university, interviewing other students. I acknowledge that I may be biased to a certain extent as I have a personal interest in completing the study. However, I did not offer any opinions, knowledge, and experience that I had of the study. I allowed the participants to provide their own data without being influenced during our interview process. As the researcher I acknowledged the uniqueness of each student, ensuring that the research continued smoothly and successfully. Therefore, because the participants voluntarily participated in the research, what they brought to me as a researcher I took as a priority in order to gather data as it was needed at the time.

1.16 Chapter overview

This data has been organised into the following five chapters.

1.16 1 Chapter One

Chapter One seeks to provide the reader with the foundation and the account of the study. In addition, it explains the gap that must be covered in the subject of Business Studies (Moodle), offering ways in which the research will benefit both students and university. Chapter One shows and explains the purpose of the research, the rationale for the study, research objectives, research questions, review of the literature, research design and methodology, analysis of data, ethical issues, and limitations of the study.

1.16.2 Chapter Two

Chapter Two provides the reader with all the literature that I have read relating to the topic of this study. Studies conducted internationally as well as those conducted in this country are combined to give the readers information on the experiences of first-year students on the use of Moodle when taking Business Studies at a South African university. The conceptual framework as a curricular spider-web supports this study, and it is articulately discussed.

1.16.3 Chapter Three

Chapter Three is the core of the study. It provides details on the paradigms and the approach in which the study is located, as well as the sampling and methods used to collect data. It also outlines the ethical issues considered in this study, data analysis, and the limitations of the study.

1.16.4 Chapter Four

This chapter presents the analysis and findings from students' accounts generated in this case study research. The findings are presented as per students' voices. The discussion will also be based on concepts developed into themes through the curricular spider-web that frames the study.

1.16.5 Chapter Five

Chapter Five offers the conclusion as well as the recommendations, by answering each research question.

1.16.6 Conclusion

Chapter One therefore presents the overview of what the study entails. Each chapter has been offered for the reader's attention. The next chapter will argue the local and international literature connected to this study.

Chapter 2

The review of the literature

2.1 Introduction

Chapter One gave a brief synopsis of the study. This included the rationale which unpacked three reasons (personal, professional, and societal) for this study being conducted. Furthermore, the brief literature was also reviewed on the basis of the phenomenon (experiences), and the focus (the use of Moodle by students when taking the Business Studies module). Chapter One highlighted the TPACK theoretical framework principles that inform this study. Chapter One also covered the research and design methodology which discussed how the study was to be conducted, giving the time frame.

This chapter presents the review of the literature based on the research phenomenon experiences of first-year students. It touches on other key concepts, terms, and their meanings, establishing the context for the research. However, the literature review clarifies key concepts and matters related to the curriculum such as intended, implemented, and achieved curriculum. It further unpacks principles of the TPACK theoretical framework. Silverman (2013) reveals that the literature review points out the differences between a study and earlier studies, allowing the researcher to make claims later in the study. Hence, this chapter attempts to explore experiences of first-year students on the use of Moodle when taking a Business Studies course at a South African university. This chapter reveals the skills that may be drawn from the experiences of such first-year students. It will offer reasons for the experiences of first-year students' use of Moodle to learn Business Studies at a South African university.

In addition to the above, this chapter reviews the literature related to both the research objectives and research questions covering the experiences of first-year students on the use of Moodle when taking Business Studies. The chapter opens by defining the phenomena and the levels of experiences used in the study. The detailed literature review of the research study scans previous studies on the purpose of e-learning in South African schools; the purpose of Moodle in local and international studies; offering students' experiences on the use of Moodle in local and international studies. This chapter also reviews the TPACK as a theoretical framework adopted for this study in exploring and providing themes for reviewing literature for this research.

Figure 2.1 includes the chapter two flow chart with vital details of the literature review.

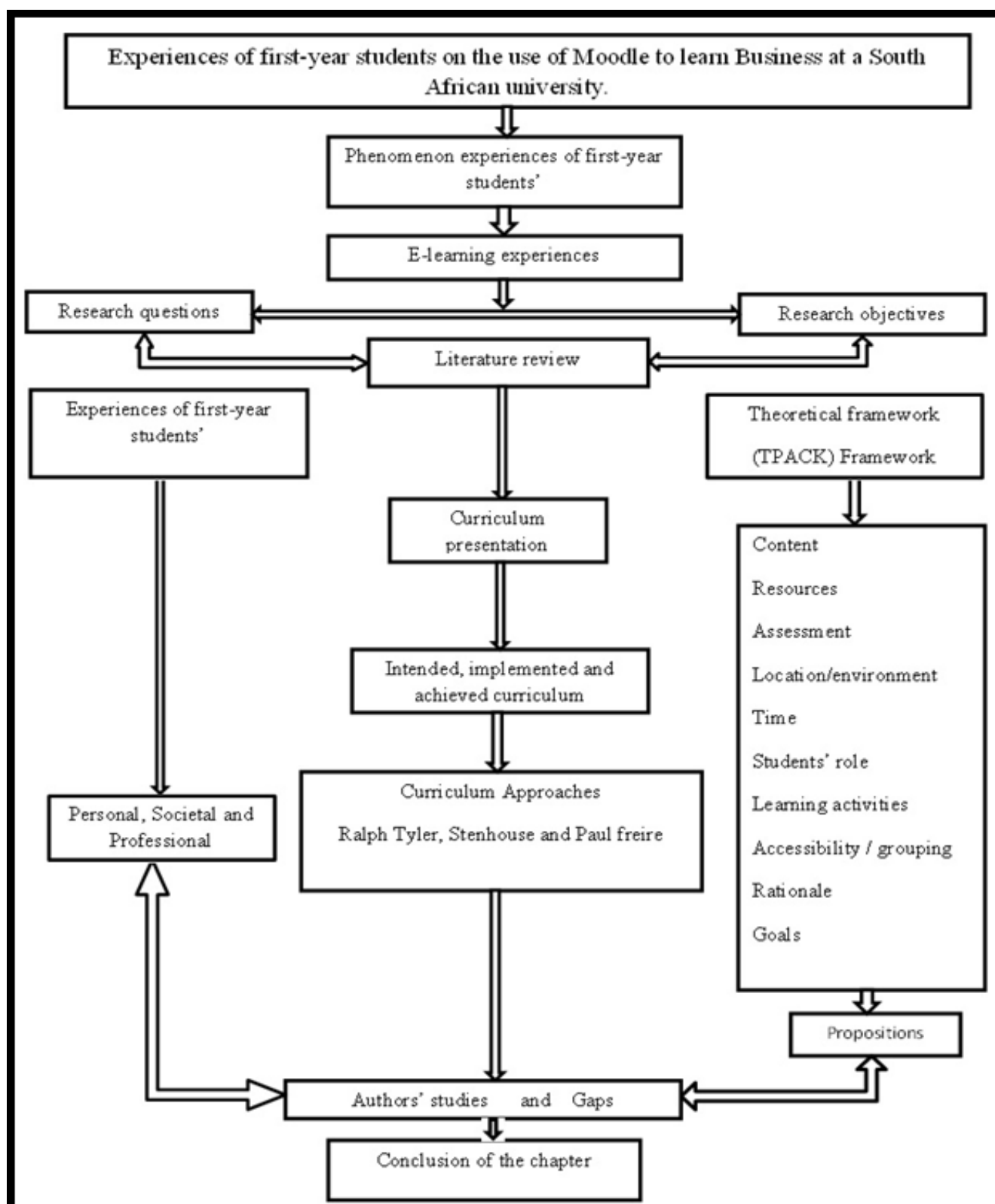


Figure 2.2: Chapter two flow chart

2.3 Phenomenon (experiences of first-year students)

Experiences are referred to as everyday life situations and the knowledge resulting from original history in (Congdon, 2011; Roth & Jornet, 2014). Through experiences students gain knowledge, skills, and attitudes by their involvement and by having once being exposed to certain activities or situations. Mutesi (2016) agrees with Tournier, Bailey, and Worton (2017) that experiences help in recalling certain knowledge and steadily producing capability. Students need to acquire knowledge from the content stipulated in written policy documents.

These studies (Congdon, 2011; Dewey, 1938; Hansen, 2000) determine that to experience is to live through something, to act, to respect, to suffer the consequences of, to feel, and to internalise phenomena. The studies stress that, through experience, accumulated knowledge is accurately acquired as one travels thoughtfully and learns something from it. Tournier et al. (2017) provide an example of experience in the context of the university teacher's training. The researchers referred to the first sense of the word experience: that which a student teacher possesses who has taught theory broadly and has acquired a sort of professional ability through contact with learners during teaching practicals or through experiential learning. In other words, this kind of experience and ability is one of the most profound forms of knowledge that may be developed in life.

Experiences in e-learning involve interaction between students and the facilitator which takes place at a specified time, although the students and lecturer are in different places (Hiltz et al., 2005; Picciano, 2017). This suggests the importance of experiences for first-year students on the use of Moodle in taking Business Studies. Students use Moodle in order to understand its usefulness and desirability, and to note whether there are any challenges to confront. Weill et al. (2015), as well as Aizawa (2005) outline three levels at which students can experience e-learning: personal experience (self-paced e-learning), social experience (facilitated e-learning), and professional experience (written e-learning) levels.

2.4 Personal Experience

According to these studies (Gwynn, 2017; Taylor, 2015), personal experiences are human knowledge that one cannot rely on as it is not proven. Human knowledge is the response to personal experiences based on someone doing something individual without other people's opinions. These studies are in line with Khoza (2015a), in that personal experiences are informed by one's experiences. A personal experience is a moment that has happened, something that one has practised, and something that one has seen and lived. For example, students can learn by using their personal experiences through thinking individually and being able to memorise what has happened in past life situations, in order to prepare for a better future. These studies (Bakhtin & Emerson, 1993; Bob, 2017; Taylor, 2015) take the view that every personal experience affects for better or worse the attitudes which help persons to decide the quality of further experiences, making it easier or more difficult to act in any situation. Students' personal experiences may have an impact on the quality of further experiences. In other words, students may have confusion and not see positive reasons at first-year level for using Moodle, owing to their personal experiences of using social media.

In the context of this study, a personal experience may relate to a student who has been exposed to digital devices and has strength of working independently. Weill et al. (2015), assert that personal experiences are referred to as self-paced e-learning experiences which do not require interfacing between a lecturer and the student. In other words, the student works individually; learning material may be accessed and completed without requiring a lecturer or any interaction among students. According to Weill et al. (2015), self-paced e-learning is a process whereby students can access computer based, web-based module material at their own pace. Modules are set up either online or through a software programme; and the students interact with the material at their own rate, to learn and acquire new knowledge using their personal experiences. A South African qualitative critical action research study was conducted by Khoza (2015a) on six Grade 12 high-school student teachers' experiences with Turnitin as part of their assessment process. The study identified that Turnitin is a digital technology that enables teachers/lecturers to prevent their students from claiming another author's ideas as their own. The study affirmed that student teachers used Turnitin for their university studies. It appears that lecturers use it to prepare their learners for university. Students were driven by personal experiences, because they were at the centre of the Turnitin activities. Students' societal experiences will be further discussed below.

2.5 Societal Experience

According to these studies (Dewey, 1938; Weiner, 2016), societal experience is gained through social settings and engagement. In social experience, individuals use and rely on knowledge that they have learnt from society members. This study concurs with that of Khoza (2015a) that societal experiences are informed by people's advice from society. Furthermore, in the context of this study, social experience is about facilitated e-learning experiences common to academic settings and involving a group of students sharing ideas (Schauer & Spellman, 2017; Weill et al., 2015).

Social experiences help students to communicate with one another through negotiated forum discussions which encourage peer interaction. Students may receive personalised guidance from the lecturer, when necessary (Tournier et al., 2017; Weill et al., 2015). Through discussion forums, students should become accountable, engaging in such in order to bring value to the module, meeting various learning objectives. In other words, through social experience, the interactive component of facilitated e-learning, students can judge for themselves whether they are grasping the content. This form of social experience causes e-learning to involve a review of the module concepts before moving to the next lesson.

A South African interpretive case study was conducted by Mkonto (2018) on students' experiences using peer-facilitated learning at a South African university. The author gave an example of experience in a tertiary context which may involve a diversity of activities, ranging from a senior student tutoring a junior student, to the same-year-level students helping one another with subject content. Students were driven by societal experience in assisting one another with understanding of concepts, difficult text, sharing information, and also problem-solving. Students' professional experiences will be discussed below.

2.6 Professional Experience

According to (Guttman, 2016; Gwynn, 2017; Hansen, 2000), professional experience is gained when one studies in order to learn and acquire knowledge by means of books, observation, or experiment, therefore gaining professional experience through what has been learned. These studies are in line with that of Khoza (2015a) who states that professional experiences are informed by reading various types of sources. Professional experience, sometimes referred to as content experience, is experience gained from studying, therefore gaining professional experience in content. In addition, one may gain professional experience by studying a particular course or by reading about such from other scholarly articles or books, obtaining professional experience by practising what has been studied on that particular course.

Taylor (2015) avers that professional experience it is that which one is thought knowledgeable on, competent with, and accomplished in, on a certain field. Roth and Jornet (2014) view professional experience as a category that leads us to see and analyse classroom events in ways that differ from current practices in our field. Professional experience should lead first-year students to analyse and determine the value of the use of Moodle for learning Business Studies through their current practice. Dewey (2008) agrees with Roth and Jornet (2014) that every professional experience takes something from previous experiences to transform itself. In other words, personal and societal experiences play a huge role in transformation of professional experience. The personal and societal experiences may lead to barriers of negative impact in the process of professional experience, since they are not scholarly reviewed. Taylor (2015) mentions that professional experiences serve most of us; and they determine what should be done for the young who are the next generation. On the above point, Taylor (2015) is stating clearly that professional experience works to elucidate how many years you have put into a particular field: the greater the number, the more compelling the belief that you are good at what you do.

In the context of this study, in understanding experiences of first-year students on the use of Moodle to learn Business Studies, these studies (Deng & Yuen, 2017; Garrison & Vaughan, 2008) state that, in professional experience, the written e-learning experience utilises professional written policies, and students are bound to follow guidelines to use it. Furthermore (Choi, 2017; Finn & Bucci, 2004) mention that, in professional experiences, there is a combination of face-to-face learning that brings together traditional physical classes with elements of virtual education; students benefit from gaining information from both methods for study purposes. Lindsay (2004) attests that, in professional e-learning, students are required to have sufficient knowledge to maintain an active learning environment, a large amount of responsibility for learning being placed on them. Through professional experience, therefore, modules are set using different methods whereby students attend lecture halls at which they may interact with their lecturers. Through a software programme they interact with the e-learning material within a stipulated time to acquire new knowledge. Professional experiences may lead us to understand and value Moodle utilization through the current practise of first-year students when they learn Business Studies.

An Italian qualitative case study was conducted by Biasutti (2017) on the student experiences of a collaborative e-learning university module. The Business Studies module was worth five credit points for the bachelor's degree for high school student teachers. Student teachers were assessed using a self-evaluation questionnaire that included quantitative and qualitative data on the students' satisfaction with collaborative e-learning activities. The study identified themes apropos of student experiences that were interpreted by the researcher as: teamwork, cognitive work, operating work, and organising work. The study affirmed that students are benefiting by collaborative activity participation in e-learning, including teamwork knowledge and the right attitude towards collaborating to unpack the content, while having operational problems. Most students are driven by professional and societal experiences when taking Business Studies per e-learning. Therefore, studies from the literature highlight the issues on curriculum, whether intended, implemented, or achieved.

2.7 e-Learning experiences

According to Chyr, Shen, Chiang, Lin, and Tsai (2017) e-learning may refer to Moodle, which is an open-source learning management system (LSM) developed by Martin Dougiamas. Moodle provides lecturers and students with the opportunity of e-learning interaction and collaboration. Moodle is a an acronym for Modular Object-Oriented Dynamic Learning Environment (Dougiamas, 2010). It provides multimedia functions for electronic delivery of learning materials (such as study guides provided by lecturers, presentations, audio and video files) for students' communication (Dougiamas, 2010). Moodle also allows for more rapid distribution of testing and assessment of students' work (Govender & Khoza, 2017). This implies that students can use Moodle in such a way that is not time consuming, delivering fewer errors compared with the traditional pen and paper method of assessment completion. Moodle has been widely adopted by many universities for teaching courses. As of May 2010, over 48 000 sites, 3.5 million courses and 35 million people from 211 countries have used Moodle (Dougiamas, 2010). Moodle is a web-based system that may be installed on any web server. Apache, PHP, and other system developers all offer packages that make it easy to install Moodle on any personal computer running Mac OS X or Windows, for those who are not ready to use a server (Bob, 2017). The Moodle system was evaluated using MacBook Pro with three browsers — the Internet Explorer version, Mozilla Firefox 3.5.9, and Safari Version 4.0.5. The system worked smoothly in the first two browsers, but not with Safari, which did not display HTML and the editor toolbar in Moodle (Bob, 2017).

Beatty and Ulasewicz (2006) mention that student motivation is a key factor in the success of Moodle in the classroom. Moodle has resource structures that assist students to access the unpacking of the content online. The structures are physical structures, for instance (computer); soft structures, for instance (Microsoft office and Moodle software); and other hidden structures, for instance (articles to read) which lecturers use to assist students to meet learning expectations (Thijs & van den Akker, 2009). Resources in curriculum terms answer the question of with what one is learning. Khoza (2012) explains resources as anything which assists learning to make more sense.

According to Khoza (2015b), resources are divided into hardware (HW) (which may be any tool/machine/object used in education), software (SW) (which may be any material used in conjunction with tools to display information) and ideological-ware (IW) (which refers to activities that we cannot see and touch in education, such as theories, and others). A case study by Meier (1995) suggests that teaching aids are of various kinds, which lecturers and students use in a classroom in order to make the teaching and learning process real and productive. Without resources, teaching and learning will not be effective. According to Thijs and van den Akker (2009), lecturers and students make their own collection of accessible educational resources which support day-to-day teaching and learning, like textbooks, Internet use, and more.

In Moodle, ideological resources may relate to personal experiences of first-year students taking Business Studies, because these requires students personally, through Moodle, to understand various uploaded quizzes or theories that enhance the learning of the module. Furthermore, software may be categorised under societal experiences, students choosing what to share in content, for instance, students can use discussion forums to share content. Hardware resources may be categorised under professional experiences because they require students to attend in lecture halls in order understand the purpose of uploaded documents on Moodle. Additionally, in lecture halls, students are using the resources that are prescribed by the university, for instance, textbooks, to unpack formal content. However, in Business Studies, HW and SW resources seem to be the most utilised on Moodle (Khoza, 2017). This suggests that students may use societal and professional experiences to unpack Business Studies content when using the Moodle platform.

2.8 Curriculum (Intended, Implemented, Achieved)

According to these studies (Hoadley & Jansen, 2013; Thijs & van den Akker, 2009; Tibbitts, 2015), a curriculum is defined as the plan of teaching academic content deployed by an institution and for a specific course. The word curriculum comes from the Latin verb *currere* which means to run (for example, a plan for learning) (Thijs & van den Akker, 2009). The curriculum consists of various concepts based on three levels, namely, the intended curriculum (planning), the implemented curriculum (delivery) and the achieved curriculum (assessing) (Thijs & van den Akker, 2009). The intended curriculum is well known as the planned and prescribed curriculum for teaching and learning (Hoadley & Jansen, 2013). It comprises the guidelines, content, and concepts to be learnt, the sequence of how students should be taught, and how lecturers should teach (Thijs & van den Akker, 2009; Tibbitts, 2015). In the Business Studies curriculum, lecturers must transform the intended curriculum into an implemented curriculum. The transformation period is experienced by students at achieved curriculum level. In addition to the above, Hoadley and Jansen (2013) indicate that the intended curriculum is not contained in one document but comes in various documents that outline the content for modules. These documents apply to the various levels of the curriculum. Implemented curriculum is the important aspect to be further discussed below.

The implemented curriculum is concerned with what lecturers and students practise in the planned curriculum (Khoza, 2013). The implemented curriculum is known as curriculum as experienced, also called curriculum-in-practice, which emphasises that the lecturers' role is to interpret the curriculum (Hoadley & Jansen, 2013; Pinar, 2012). Pinar (2012) defines the implemented curriculum as the curriculum that exposes students' historical nature of their lived experiences. In defining curriculum, this becomes an 'experienced curriculum'. Pinar (2012)'s description of curriculum will enable first-year students to reveal their experiences on the implementation of learning Business Studies curriculum using Moodle.

Hoadley and Jansen (2013) outline that the assessed curriculum provides feedback and creates input for both intended and enacted curriculum. Assessment is therefore the way of measuring how students perceive the assessed curriculum as planned from the official curriculum. Students' experiences should be prioritised at all levels of the curriculum, whether intended, implemented, or assessed. Van den Akker, Fasoglio, and Mulder (2010) view the intended curriculum as a strategy for a written document that includes the procedures for achieving the specific educational goals and aims. The strategic action should therefore go across to all levels of the curriculum, with each level having to be strategic for effective curriculum implementation.

First-year students should be able to reflect on their experiences of learning Business Studies curriculum plans using Moodle. This can assist them in making more sense of their learning, using Moodle. The curriculum levels stated above suggest that students who take Business Studies using Moodle, should have a clear understanding of the prescribed, planned content at the university. They must know what they are expected to learn using the Moodle platform while on the module. Students' experiences assist other students to arrive at their own theories of curriculum implementation, understanding the reasons for sticking to curriculum objectives (Fomunyan, 2014).

Hoadley and Jansen (2013) state that what is set out in the intended curriculum must be tested. First-year students should be aware of the assessed curriculum which includes various types of assessment. The assessed curriculum is aimed at setting the levels at which the planned curriculum should be studied by students. In the implementation of Business Studies, students should be aware of the module course outline and textbooks, which are all curricular documents. Hoadley and Jansen (2013) acknowledge the complication of curriculum implementation by stating that both curriculum as a product and curriculum as a process must be considered, in order to balance the product and the practice so that students receive the assessed curriculum well.

In addition to the above, the South African qualitative case study conducted by Fomunyan (2014) on six students at the university of KwaZulu-Natal, had the aim of exploring the concepts of theories on the curriculum implementation. Purposive sampling was used in selecting samples, and semi-structured interviews were used to generate data. Fomunyan (2014) concurs with Walker (2003) in elaborating what assessed curriculum is, by revealing that the achieved curriculum position what students learn in practise in lecture rooms, and also deals with the ideas that students have studied, remembering what the lecturers have taught them. Hoadley and Jansen (2013) argue that lecturers often transfer what they understand of the curriculum to their students. Walker (2003) also believes that students return with different understandings of what was taught. Different understandings by students make the attained curriculum different. The university must design the curriculum so that it enhances what students learn in Business Studies, using Moodle through uploading attractive learning programmes each year to ensure achieving the implemented curriculum as planned.

The above highlighted literature on intended, implemented, and achieved curriculum, suggests that students taking Business Studies using Moodle should have a clear understanding of all dimensions of the curriculum, the three dimensions (intended, enacted, and achieved curriculum) being integrated. However, none of the above-mentioned literature has looked at students' experiences in these three dimensions, especially not students who take Business Studies using the Moodle platform. Most studies from literature have used a case study as a research design or style. This indicates that there is a need for a study to be conducted using the interpretive style, whereby students have to state their experiences on the implemented, planned, and achieved curriculums.

2.9 Curriculum Approaches

2.9.1 Ralph Tyler's product approach

Thijs and van den Akker (2009) point to Tyler (2013) as one of the curriculum thinkers who reflected on specific strategies for systematic curriculum development that provides clear steps for planning, developing, and evaluating the curriculum. Hoadley and Jansen (2013) suggest that Tyler (2013) is regarded as one of the curriculum thinkers who became known by his beliefs and suggestions on approaches to curriculum planning. Tyler's four steps are aims and objectives, content to be learned, organisation and teaching methods, and last, assessment and evaluation. In step number one Tyler declares that, for curriculum development, the university must determine the aim and objectives for the module. An aim is a long-term goal, while an objective is a short-term goal, both indicating teaching intentions (Khoza, 2015b). The university should plan to include the module in the university curriculum, motivating such a purpose by giving reasons for using Moodle to learn the module.

Khoza (2013) continues to emphasise issues of aims in his interpretive case study comprising six students who were researching at one of the universities in South Africa. Semi-structured interviews and document analysis were used for data-generation purposes. The study concludes that, in the South African context, the module outline (intended curriculum), mentions learning outcomes. Learning outcomes consist of seven generic statements generated by the South African university for the module, as offered by (Khoza, 2013). The study revealed that learning outcomes are related to aims. These are broad statements of the learning intention of each module. Aims play a major role in the learning of a module like Business Studies. Thus, it is necessary for students to be able to articulate their experiences on the broad statement of

learning (aims) during their learning practice. This may also transform students in such a way that they fully enjoy the curriculum implementation.

In step number two, Tyler (2013) comments that the university should have a specific content for students to learn. The author emphasises that the university should take decisions based on educational experiences, in order to achieve objectives. A South African study was conducted by Fomunyan (2014) on international theories that contribute to learning macro environment content in Business Studies. The study revealed that the way the lecturer transmits knowledge on the external factors that affect the business (macro environments) content, should broaden the students' thinking through conducting research on international articles in order to be in line with new global ideas for sustaining business. The study explains that the macro environment content is the central concept and the cornerstone of the process of teaching and learning the Business Studies module. The study maintains that it is a lecturer's duty to mediate and facilitate the students' understanding of macro environments by exposing them to international articles in order to predict the future economic advantages and disadvantages. Lecturers must mediate the content by exposing students of developing countries' Business Studies theories to learning tricks of dealing with the macro environment, thus adapting to new business strategies. Experiences of first-year students taking Business Studies using Moodle are important for the university to understand student experiences based on prescribed content objectives of using Moodle.

In step number three, Tyler (2013) declares that the university should organise and plan how to deliver the content, and in what kind of project students should participate; last, how the classroom should be arranged. Location is an important aspect which should be a space allowing the process of teaching and learning to take place successfully. The United States of America quantitative study was conducted by Chung and Ackerman (2015) on student reactions to the classroom and attitudes towards using Moodle. The study used web survey designed to understand students' perceptions on attending a study location of a face-to-face classroom, using Moodle. The study utilised a convenience sampling method for data collection and for the questionnaire. One-hundred-and-twenty-five respondents from six Business Studies classes at two universities, in the northeast and in the southwest, participated in the survey. The study discussed the importance of lecturers giving students the overall progress report of face-to-face and contribution marks of online learning (Moodle educational platform). The assignments and readings should be inserted into Moodle as often and as soon

as possible so that students would know beforehand the pace of the work, and how much they need to complete to move on in the course.

The study revealed that students preferred the interaction of both locations: the physical classes and online learning, because this helps to facilitate communication: some students may be unwilling to connect with classmates who are not friends on social media sites to discuss on Moodle forums their assignments or group work. The results indicated that students who are confident of their overall academic abilities will tend to be more confident on use of Moodle. The university should plan how students will receive the content; for example, either in traditional lecture rooms, or per online learning or Moodle. When they use Moodle, projects should be uploaded for students to participate in, and the attending of the lecture time table should be arranged.

In step number four Tyler declares that all these steps should be achieved, as the only way of assessing the students. Students should be assessed based on content that has been delivered in traditional lecture rooms, and through uploaded projects on Moodle. Also, students' experiences will help them to understand how Moodle works in achieving Business Studies objectives. In addition to the above, an interpretive study was conducted by Khoza (2013). The study reveals that the formative factor is part of teaching and learning because students were assessed based on relevant information that they gathered. First-year students should take the opportunity of formative assessment to learn Business Studies using Moodle uploaded programmes.

This may help mature their minds and prepare them for the following assessment. The study concluded that this type of assessment allows for engagement in conversation between the students and lecturers for the teaching and learning process. It also allows immediate feedback from the lecturers and students. Hoadley and Jansen (2013) explanations are similar, with inputs made from the case study by Graham-Jolly (2003) in understanding the nature of the curriculum. Graham-Jolly (2003) declares that in the South African context, a curriculum is often used to refer to the university academic programme which reflects different courses in the form of modules. Modules include the total prescribed content of a particular course or year level, and an entire specific lecture to teach the module. Tyler's approach may be driven by professional experience because students should know prescribed content in terms of following the module outline. It could help to use Moodle for learning Business Studies, in order to achieve the correct and the expected objectives.

2.9.2 Stenhouse's process approach

These studies (Hoadley & Jansen, 2013; Stenhouse, Sacrista, & Guerra Miralles, 1975) look at the curriculum as the intention, or prescription whereby the intended content is to be taught as prescribed within a specific time. Stenhouse et al. (1975) agrees with Rees, Taylor, and Damm (2016), based on aims and objectives. It would not be educational were lecturers to teach only what is interesting to them: this would not be useful to the future life of the students. The curriculum should be checked through an evaluation procedure that students have studied. Stenhouse et al. (1975) believe that the specified aims and objectives of the module could limit students' creativity and imagination, because when they learn, they respond differently. Stenhouse et al. (1975) critiques the process approach whereby the curriculum plan should be a recommendation not a prescription, being a set of ideas worth experiencing.

Stenhouse et al. (1975) view Tyler (2013) not as a prescribed syllabus to be covered, but as a process of working with knowledge which must specify the anticipated outcomes of the process. Students should be given topics, conducting their own research in order to deliver their own experiences. Tyler (2013) agrees with Stenhouse et al. (1975) that the curriculum must be achieved through respecting students and lecturers; and it should particularly include the process of learning. The curriculum should focus on how students learn. Stenhouse et al. (1975) agree with Tyler (2013) that a curriculum should attempt to cater to the various unique classroom settings. Also, the curriculum proposal must be tested and verified by lecturers in classroom settings. Taking Business Studies using Moodle at first-year level must be tested and verified by students' experiences. Stenhouse et al. (1975) suggest that the curriculum should be descriptive, not prescriptive. In other words, a curriculum should relate to what is currently happening to students, adapting what happens in practise. The author also suggests that the evaluation and assessment should not be graded: aims and objective should improve students' capacity for the learning process, not for passing or failing.

Such a curriculum promotes work being given to students so that they work for themselves without guidelines, in order to come up with new concepts. Stenhouse et al. (1975) process approach may relate to societal experience because it allows students to work in informal groups, with the aim of creating new concepts, to achieve learning objectives.

2.9.3 Paul Freire's Critical Approach

Furthermore, (Freire, 1985; Hoadley & Jansen, 2013) also confirm and believe that the implementation of a curriculum should include new actions, practices, theories, beliefs, and understandings. Paul Freire follows a similar process to Stenhouse as he promotes students' experimentation, having the opportunity of making mistakes rather than avoiding them. Freire (1985) views the mistakes and uses them to pose some questions to develop a deeper understanding of the content. Curriculum implementation may be driven by personal experiences. It involves the changes and transformation in what students know, and it calls for students to reflect on their own experiences in taking the Business Studies curriculum using Moodle. Hoadley and Jansen (2013) believe that the enacted curriculum includes how lecturers and students put the curriculum into practise; and that it is not possible for lecturers to implement the intended curriculum exactly the way prescribed. Students' experiences may play a major role in students reflecting how they have experienced the use of Moodle in practise, when taking Business Studies.

2.10 Theoretical Framework

Based on the above discussion, this study suggests the adoption of the TPACK theoretical framework: students need content knowledge when they use Moodle. Furthermore, Mishra and Koehler (2006) developed the TPACK theory in response to the absence of theory guiding the integration of technology in education. TPACK represents an extension of Shulman (1986) characterization of the knowledge needed to teach specific content: pedagogical content knowledge, by characterizing the knowledge needed to teach specific content with technology. The TPACK framework highlights the knowledge of technology components. The three main knowledge components are the TK which is about the resources, the CK that focuses on content, and the PK that speaks to pedagogical practices in the process of learning (Mishra & Koehler, 2006). TPACK will be relevant in framing this study because the study is based on unpacking content through the integration of technology. Technological knowledge may be influenced by social experiences because students may use discussion forums on Moodle to conduct peer assessment. Content knowledge may be influenced by professional experiences, because on Moodle, students may download the uploaded materials that are prescribed by the university to unpack the content. Pedagogical knowledge may be influenced by personal experiences because first-year students may use their previous personal experiences to unpack content on Moodle.

Figure 2.8.1 shows an adopted curricular TPACK theoretical framework that will be used in this research study.

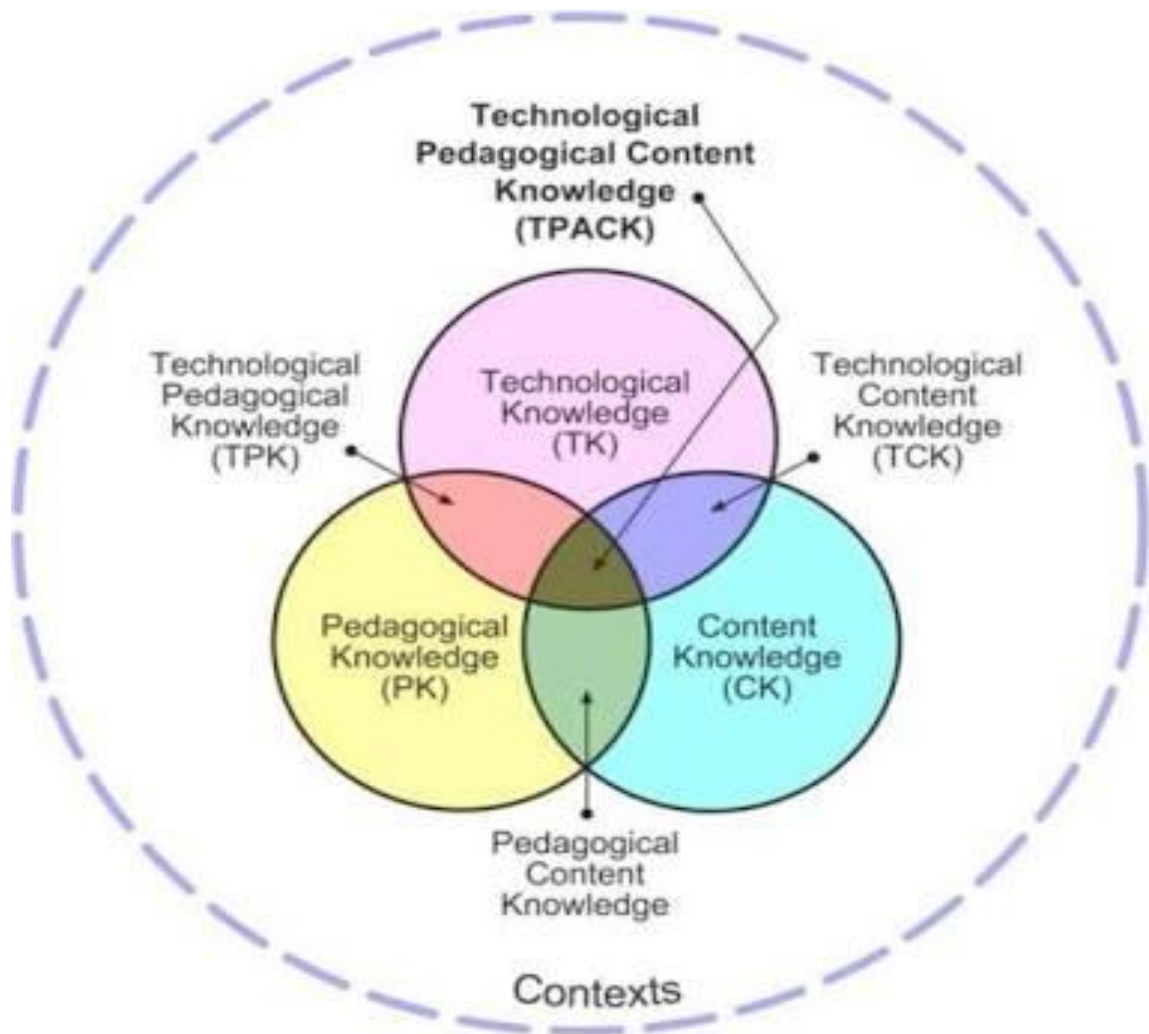


Figure 2.8.1: The TPACK theoretical framework developed by (Mishra & Koehler, 2006)

2.11 Content knowledge

2.11.1 Content

Content knowledge is a form of information and knowledge that lecturers pass on as instruction, and that students have to learn in a specific module, such as Business Studies (Magnusson, Krajcik, & Borko, 1999). Shulman (1986) advocates that content knowledge brings about understanding of the module. The curriculum knowledge is regarded as a particular series for teaching the subject. This simply suggests that it is important for all students to combine curriculum and content knowledge for learning to be effective. Their experiences start from what is to be taught and learned. Shulman (1986) explains that students have to be accountable when it comes to content knowledge, at the end of teaching and learning, for better understanding. In the Business Studies module, content is divided into three sections: micro environment, market environment, and macro environment (Mtshali, 2015).

According to Craig and Campbell (2012), the micro environment describes business purposes, such as the organisational vision, mission statement, goals, and objectives, strategy and structures of management and employees (business plan). On the issue of content, a quantitative study was conducted by Ibidunni, Peter, and Ogbari (2017) at a Nigerian university. The purpose of the study was to examine the role of lecturers' competence in enhancing students' commitment to writing business plans as expression of business aspirations and intentions. The data was generated from six hundred students of four universities in Nigeria that offer a degree programme that includes Business Studies. The study revealed that students do not commit to writing the clear vision and mission of the business. They cannot formulate attractive and possible business plans. The study reveals that the lecturers' personal experiences and knowledge of the content influences students' commitment to learn the micro environment, particularly the writing of possible business plans that describe clearly the vision and missions. Personal experiences in content are important, as the above literature mentions. Ali, Grigore, and Ahmad (2012) conclusions are in line with Ibidunni et al. (2017), that it is of paramount importance for students to take seriously the micro-environment content. Investors partnering with financial institutions and other stakeholder support systems mostly favour business plan competitions as the basis for supporting business start-ups. The study therefore emphasises that a Business Studies lecturer's personal experiences motivate students' commitment to micro-environment content-related learning

with business-plan writing, in order to start their own businesses. The micro environment may relate to personal experiences, because students are exposed to how to choose the kind of business, being able to create the vision and mission of the business that they could start individually. They could, for instance, accomplish this through Moodle: there should be more activities that promote the writing of appropriate business plans by students.

Furthermore, the marketing environment consists of the actors and forces outside of the business that affect the marketing management ability to build and maintain successful relationships with target customers (Kotler & Gertner, 2002). The quantitative study was conducted by Muduli, Kaura, and Quazi (2018) on undergraduate students at an Indian university who are learning marketing strategies for businesses. The study was conducted based on a sample of three-hundred-and-thirteen Indian undergraduate Business Studies students. The study revealed that marketing strategies' content is practical for students under the university education system of India. Students show their marketing strategies inside the campus by selling whatever they can, and advertising their businesses. The study further explains that marketing environments expose students to the incorporating of new topics in marketing content that are not part of a curriculum. They address current issues that they have experienced, and create their own new marketing strategies in line with target customers. First-year students that learn Business Studies through Moodle should use uploaded programmes, using their societal experiences to learn and relate their relevant marketing ideas. This will help them to acquire useful knowledge to maintain and develop new strategies which attract customers in future. In other words, students can come up with their new marketing strategies, such as creating a campus daily newspaper to develop marketing environment capability. Further to this, a market environment may relate to societal experiences. Students are exposed to ways in which to sell their businesses, how to attract target customers, and how to satisfy the needs of society.

Craig and Campbell (2012) assert that a macro environment constitutes outside forces that are not under the control of a business, but have a powerful impact on business functioning, for instance, political and legal agencies. A South African study was conducted by Fomunyan (2014) on international theories that contribute to learning the macro environment. The study revealed that the way the lecturer transmits the external factors that affect the business (macro environments) content should broaden the students thinking and encourage learning international ideas to sustain in business through reading articles. The study continues by explaining that macro environment content is the central concept and the cornerstone of the

process of teaching and learning on the Business Studies module. The study comments that it is a lecturer's duty to mediate and facilitate the students' understanding of macro environments, by exposing them to international articles in order to predict the future economic advantage and disadvantages. Politics affects businesses. Currently, the main issue is that of land distribution, and the petrol increasing twice in one month. Food prices are increasing, factories are closing, countries are importing ready-made goods they do not manufacture in this country; and people are losing jobs. It is therefore the duty of the lecturers to mediate the content by exposing students to developing countries' business theories to learn the tricks of dealing with the macro environment in order to adapt to new business strategies. The macro environment is driven by professional experiences. Students are exposed to all kinds of political disadvantages and legal agencies. All business operates under the specific written law and follows certain Acts. Through Moodle, students may be given multiple-choice questions based on macro environments, in order to be exposed to current global business legal agencies. However, according to Mtshali (2015), a macro environment is the most popular content taught in university. This suggests that first-years students may refer to the above environments to state clearly their experiences of using e-learning in Business Studies at undergraduate level. The above-mentioned studies deal with topics of the content covered in the Business Studies curriculum. These studies provide for the learning of Business Studies content, based on way the lecturer creates the content among the students. According to Hoadley and Jansen (2013) outline, through Tyler (2013) approach to content, the university decides which module to teach and who has the knowledge to teach it. Students must be provided with the detailed module outline that describes the content to be learned. Hoadley and Jansen (2013) outline that curriculum content should be logical and systematical so that the students learn what is prescribed.

However, for the studies mentioned above, the data were generated through using a quantitative research method, and utilised questionnaires as the data-collection method. Several studies have been conducted during which the data were generated using a qualitative method of collection, using reflective activity and interviews. There is therefore a need for a study to be conducted that may help students understand the subject content, and in which the reflective activity and interviews may be used for data generation. There is no qualitative study that is conducted specifically for first-year students using Business Studies content. A study must be conducted in order for students to share their experiences of learning Business Studies using Moodle. In fact, content needs resources that will help students learn Business Studies.

2.12 Technological knowledge

Shulman (1986) Acknowledges that lectures should have knowledge of their subject content for harmonious and attractive process of teaching and learning. Further to this, lecturers cannot be regarded as good lecturers, if they cannot interplay the content and approach component through the use of technology. Thus, TK is defined as knowledge about the different range of tools and technologies, from traditional technologies such as pencil, paper, chalk and chalkboard, to digital technologies such as the internet, computer simulations, interactive whiteboards, discussion forums, and soft-ware programmes (Khoza, 2017). This suggests that technological knowledge seek lecturers to know how to use resources in order for students to use them properly.

2.12.1 Resources

Resources are physical structures, soft structures, and other hidden structures that lecturers use to assist students to meet expectations for learning (Thijs & van den Akker, 2009). Resources in curriculum terms answer the question of with what one is learning. Khoza (2012) explains resources as material items assisting learning to make more sense. Furthermore, a case study by Meier (1995) suggests that teaching aids are of various kinds which lecturers and students use in a classroom in order to make the teaching and learning process real and productive. Without resources, teaching and learning will not be effective. According to Thijs and van den Akker (2009), lecturers and students make their own collection from the range of accessible educational resources which support day-to-day teaching, such as textbooks, Internet, inter alia. According to Khoza (2015b), resources are hardware (HW) which may be any tool/machine/object used in education. Hardware plays a major role in the learning process (see the American case study conducted by Burbules (2018), discussing hardware). This study reveals that the performance of students depends on the lecturers to conduct adequate research on teaching resources hardware. The study mentioned that hardware is a learning facility that may be used based on audio-visuals, for example, textbooks and television. It adds that visuals may be mobile pictures and listening activities. The study concludes that lecturers should provide students with relevant hardware to use. Students should be provided with the collection of accessible educational hardware resources that would support their day-to-day learning processes. Hardware resources may be categorised under professional experiences because students are using the resources prescribed by the university, for instance, textbooks, to unpack formal content.

According to Khoza (2015b), software (SW) may be any material used in conjunction with tools to display information. In addition to the above, the South African study by Fomunyan (2016) presents the findings of a qualitative case study of seven student teachers' experiences within the context of student teachers negotiating their professional identity at the University of KwaZulu-Natal. The qualitative data of the study was generated through semi-structured interviews, and was analysed by means of grounded analysis. The study findings indicate that lecturers are one of the most important resources in the knowledge arena, referring to the lesson and the content. The study also outlines that lecturers are change promoters. Lecturers should play a major role in implementing the curriculum, being able to operate the software in order to lead and allow students to choose what is suitable for them. Furthermore, software may be categorised under societal experiences, as students choose what to share in content, for example, in their PowerPoint presentation slides. Such would be used to show and discuss African and internationally successful businessmen, suggesting new business opportunities.

According to Khoza (2015b), ideological-ware (IW) refers to activities that we cannot see and touch in education, such as theories and teaching methods. In addition, an interpretive case study conducted by (Fomunyan, 2017; Khoza, 2015b) revealed various details on the ideological-ware resources. Some lecturers are not paying sufficient attention to ideological resources as key resources in education; they are only used for hardware and software resources. Hardware and software resources alone cannot totally assist in the application of curriculum without the use of the ideological-ware resource. A lecturer may have hardware and software resources. However, teaching without ideological-ware may be an unsuccessful learning process.

Studies further highlight that the curriculum should accommodate many theories on ideological resources that lecturers may want to use for harmonious learning. Ideological resources may be personal experiences for first-year students taking Business Studies because this requires students to understand different methods or theories used to learn the module. However, in Business Studies, HW and SW resources seem to be the most used (Khoza, 2017). Students may use societal and professional experiences to unpack Business Studies content when using e-learning.

The above studies pertain to resources applied to first-year students' experiences of learning using Moodle. This may assist in exploring whether the curriculum does address the issues of resources in South African universities. Most of the studies above did not explore specifically the experiences of first-year students on Business Studies resources. Most used quantitative, grounded analysis and semi-structured interviews for data generation. This suggests the need to address issues of experiences of first-year students when they learn Business Studies using Moodle from another angle, such as the interpretive paradigm, for better comprehension. The use of case study may be appropriate because it captures the reality of the lived experiences of students when they learn Business Studies using the Moodle platform. An interpretive paradigm may bridge the gap in students' experiences. However, assessment is important in evaluating the teaching and learning of Business Studies.

2.13 Pedagogical content knowledge

Moreover, both Burbules (2018) , as well as (Mishra & Koehler, 2006) Mishra and Koehler (2006), view PK as a critical knowledge about the approaches/practices/methods of teaching and learning such as behaviourism, constructivism, cognitivism, and others. This is a broad form of knowledge that relates to student learning, classroom management, instructional preparation and enactment, as well as student assessment, that a lecturer should personally possess in order to deliver a lesson or a lecture (Hoadley & Jansen, 2013; Khoza, 2015a). This suggests that lecturers with broad PK comprehend how students construct knowledge and receive skills in various ways by considering curriculum concepts such as assessment, location, time, students' role, learning activities, accessibility, rationale and goals.

2.13.1 Assessment

Assessment consists of evaluation and measurement phenomena (Khoza, 2013). It may also be thought of as the bridge between teaching and learning that provides feedback on what students wish to know in the process of teaching and learning (Black & Wiliam, 2009). Assessment is the tool used to measure whether students have understood what they have been taught by the lecturer in a specific period of time (Regier, 2012). The purpose of assessment is to provide information that can help improve students' learning and help lecturers in their teaching (Black & Wiliam, 2009). Regier (2012) asserts that assessment approaches may be assessment for learning (formative), assessment of learning (summative), or assessment as learning (peer assessment).

Regier (2012) defines formative assessment as a continuous plan that uses informal assessment strategies to gather information on student learning. This implies that, it being an informal assessment, students are being prepared for formal assessment. Furthermore, it serves as practice, as well as the evidence of how much knowledge the students have. Harlen (2006) stipulates that the positive and the negative achievements of the student may be recognised and discussed as feedback, and the appropriate next steps may be planned through formative assessment.

An interpretive study was conducted by (Khoza, 2013). The study reveals that formative assessment is part of teaching and learning. Students are assessed based on relevant information that they have gathered. First-year students should utilise the opportunity of formative assessment to learn Business Studies using Moodle uploaded programmes because this can add to mental acuity, preparing them for the following assessment. The study concluded that this type of assessment allows the engagement in conversation with the students and lecturers for the teaching and learning process. It also allows an immediate feedback from the lecturers and students. Students, when conducting assessment for learning (formative assessment) may be influenced by personal experience. Students individually gain feedback and try then to correct mistakes, for personal development. Students may use Moodle ideological resources. Through Moodle they conduct various multiple-choice uploaded quizzes for the lesson; they access theories that enhance their learning of the module.

Harlen (2006) states that summative assessment is conducted at the end of the semester, being the overall achievement of a student. This implies that formative assessment is a preparatory stage, with summative assessment the last stage which determines whether the students pass or fail the course. Students may use Moodle hardware resources to read PowerPoint summary notes, or prescribed books that require students to attend lecture halls in order to understand the purpose of uploaded short tests that will contribute to their performance (year mark).

Both forms of assessment are of importance for the students. The study conducted by Khoza (2015b) sees summative assessment as the summary of formative assessment so that students may be measured on their achieving of learning objectives. The study revealed that summative assessment is the major assessment of all forms of assessment, through which assessment marks and certificates are conducted. Hoadley and Jansen (2013) concur with Khoza (2015b) that examinations and other assessments are given to students with the purpose of monitoring learning outcomes that must be achieved. Summative assessment may therefore be categorised under professional experience. Students' marks are recorded and assessment is achieved following certain written policies having specific criteria.

Harlen (2006) states that peer assessment is a formative view that intends to help students to plan their learning, identifying their strengths, and weaknesses, and targeting areas for remedial action. This implies that that peer assessment is similar to formative assessment. A South African interpretive case study was conducted by Mkonto (2018) on students' experiences in peer-facilitated learning at a South African university. The author gave an example of peer assessment in a tertiary context which may involve diversity of activities. Such would range from a senior student tutoring a junior student, to the same-year-level students helping one another with subject content. Peer assessment may be categorised under social experiences in which students share knowledge, values, and beliefs to learn from one another. Students may use Moodle software, choosing what to share of content, such as discussion forums in which they share content and correct one another's assignments, before submitting these to the lecturer.

All these levels of experiences may be reflected by students to reveal their undergraduate first-year experience of using e-learning environment in Business Studies. The Business Studies education summative assessment is dominant (Khoza, 2013). Students are driven by professional experience when conducting assessment through e-learning in Business Studies. However, location is an important aspect, being the environment at which students should learn.

2.13.2 Location/environment

Location is the environment at which students learn. As such, it must be conducive to learning (Khoza, 2013). In curriculum, a teaching environment answers the question of where one is learning (Thijs & van den Akker, 2009). Furthermore, the location should be a space allowing a process of teaching and learning to take place successfully. Location has three components: face-to-face instruction, e-learning, and blended learning (Garrison & Vaughan, 2008). Face-to-face instruction occurs when the lecturer and the students are in a place dedicated to instruction; and the teaching and learning takes place at the same time (Jokinen & Mikkonen, 2013). According to Hiltz et al. (2005), e-learning involves the interaction between students and the facilitator which takes place at any time, and in various places. Teaching and learning may take place in the lecture hall or in the local area network-LAN, using Moodle. Garrison and Vaughan (2008) define blended learning simply as the thoughtful combination of face-to-face and e-learning where lecturers and students are using a specific time and the same place, where traditional physical classes are featured with practicals of e-learning.

Garrison and Vaughan (2008) further define an e-learning environment simply as modern online classes with elements of practical education. This suggests that face-to-face teaching, e-learning, and blended learning may be categorised under professional experiences. University students learn through face-to-face interaction by attending lecture halls, following the time table. Lecturers may decide to combine the two teaching locations to make learning convenient for all students whether at a distance or close by (using Moodle) (Hiltz et al., 2005).

A United States of America quantitative study was conducted by Chung and Ackerman (2015) on student reactions to the classroom and attitudes towards using Moodle. The study used a web survey designed to understand students' perceptions on attending a study location of a face-to-face physical classroom, using Moodle. The study utilised a convenience sampling method for data collection and for the questionnaire. One-hundred-and-twenty-five respondents from six Business Studies classes at two universities, in the northeast and in the southwest, participated in the survey. The study highlighted that the important factor for the lecturers is to give students the overall progress of face-to-face and online learning classrooms on the educational platform which is Moodle. The study maintained that the assignments and articles should be inserted into Moodle as soon and often as possible so that students would know beforehand the pace of the work and how much they needed to complete in moving on in the course.

Furthermore, the study revealed that students preferred the interaction of both locations, the physical classes and online learning, because this helps to facilitate communication: some students may be unwilling to connect with classmates who are not friends on social media sites for the purpose of discussion on Moodle forums of assignments or group work. The results indicated that students who are confident of their overall academic abilities tend to be more confident with using Moodle. The study also suggested that lecturers should support this process by setting up consultations and out-of-class discussions by means of appointments.

However, in Business Studies education at a South African university, e-learning is commonly used (Khoza, 2013). Students may be driven by professional experience because this is preferred by the university: It can support students during their first years at university, coming as students do from diverse backgrounds. However, time matters the most, students having to follow the time table in order to learn.

2.13.3 Time

According to Whitrow (2003), time is a component of entire systems of human contact, and an entire manner of expression. Orr (2011) explains time as the unlimited advancement of existences and happenings of the previous era. According to Khoza (2013), time pinpoints when students are learning. For the curriculum, time answers the question of when one is learning. The aspect of time includes three components: spare time (free-period time), contact time (specified lecture period on a time table) and extra time (holidays) (Thijs & van den Akker, 2009). Time should be allocated to each section of the module, professional, personal, and social. Extra time relates to personal experiences during which the student decides individually to use holidays to study a certain section in the module and arrange for consultation with the lecturer. A South African interpretive case study was conducted by Mkonto (2018), during which spare time was used by students for peer-facilitated learning experiences. The author made an example of spare time in peer assessment in a tertiary context which may involve a diversity of activities ranging from a senior student tutoring a junior student to the same-year-level students helping one another with subject content. Spare time in peer assessment may be driven by social experiences at which the student arranges time with other student to study and share knowledge for certain chapters of the module.

Furthermore, the study conducted by Khoza (2015b) examines the contact time for summative assessment as the summary of formative assessment students can be measured on because they have achieved learning objectives. The study revealed that contact time is the opportunity of achieving summative assessment. Contact time contains all major forms of assessment, because assessment marks and certificates are conducted through it. Hoadley and Jansen (2013) concur with Khoza (2015b) that examinations and other tests are planned for contact times and are given to students in timetable format with the purpose of monitoring learning outcomes that need to be achieved. Contact time may relate to professional experiences during which students follow the written module outline that stipulates the number of weeks that should be attended on a module, giving tests and examination dates. The students' role is another important aspect of the curriculum.

2.13.4 Students' role

Khoza (2017) indicates that the most common role a student plays in the classroom is learning. On the curriculum, the student's role responds to the question: How does one learn in a learning process? (Thijs & van den Akker, 2009). There are three components in this concept: student

as a learner, student as a receiver of information, and student as an assessor (peer assessment) (Thijs & van den Akker, 2009). A student as a learner may be categorised under personal experiences, because students learn for personal reasons. Students, being receivers of the information, such may be categorised under professional experiences. Students receive the content that is prescribed by the university curriculum document. From the above, we can contemplate the survey study conducted by ArchMiller, Fieberg, Walker, and Holm (2017) on students' role when they learn in the classroom and through Moodle. The study revealed that students learn disciplinary content knowledge if they are conducting peer assessment, which is formative assessment. The students' role, to be assessors (peer assessment), may be influenced by social experiences, students learning through each other and sharing content. Business Studies students may use all levels of experience to reveal the use of Moodle in the Business Studies curriculum. Furthermore, learning activities are another important component of the curriculum, as they monitor students learning.

2.13.5 Learning activities

Teaching and learning activities answer the question of how one is learning (Thijs & van den Akker, 2009). The university policy document UKZN (2018) outlined that activities are referred to as experiences that students need in order to have particular behaviour competencies. Khoza (2013) declares that students should be given activities in order to achieve learning outcomes, entering further into the module. Learning activities should be based on both formative assessment and summative assessment. Furthermore, activities have three aspects lecturer-centred, content-centred, and student-centred activities to enhance learning (Khoza, 2016b). All the activities are conducted so as to inform students of their progress, and to assess whether they have achieved learning outcomes (Khoza, 2013). However, according to Khoza (2016a) these three approaches (lecture-centred, student-centred, and content-centred) in learning should be used for students to see their strengths. None of these approaches should be used separately.

Rutland, Killen, and Abrams (2010) assert that a student-centred activity approach comes when students share the focus on content, and when students are more active, not relying totally on instruction. Khoza (2013) declares that lecturers, if they wish to contextualise learning activities, must use the student-centred approach known as constructivism. The university policy on teaching, learning and assessment UKZN (2018) concurs with Rutland et al. (2010) that students should be responsible for the formative assessment activities, for example,

presentation as a stepping stone to prepare students for a summative assessment. Formative assessment activities aid students during the learning process on whether they have understood what has been learned. As a result, feedback prepares students for a summative assessment. Furthermore, the content-centred activity approach is a learning activity by which students receive the content that is prescribed by scholars (Rutland et al., 2010). According to Khoza (2013), content-centred activities take place if the module is driven by objectives. Such may be observed and measured based on what students are expected to know, demonstrate, understand, and be able to do at the end of the lesson from the module outline. Students should be given professional experience driven by a learning outcome for demonstrating what they have understood in Business Studies through using the Moodle platform. If lecturers wish to measure any piece of content activities to be given to students, they should use the content-centred approach or cognitivism. Teaching and learning cannot be completed without a lecturer.

Khoza (2013) defines a lecture-centred activity approach as a teaching activity at which the lecturer is actively involved in teaching while the students are passive recipients of content. According to Khoza (2013), if the lecturer wishes for an immediate effective approach for presentation they could use the lecture-centred approach or behaviourism. A content-centred activity approach may be categorised under professional experiences because it aims to instruct, and expose students to relevant experts of the module. The lecturer-centred activity approach relates to societal experiences as the lecturer can be more active in teaching students based on personal beliefs. The student-centred approach activity may therefore be categorised under personal experience. Students are more involved and work at their own pace to find information for sharing. In Business Studies education, the most-used approaches are the student-centred approach and the content-centred approaches (study). Accessibility is very important in education for students, in order to complete the assigned work.

2.13.6 Accessibility/grouping

Curriculum grouping answers the question of with whom students are learning (Thijs & van den Akker, 2009). According to Hoover (2014), grouping is a teaching methodology through which students are instructed to do their work in groups. This, however, is not suited to all classroom settings, lecturers, and curriculum programmes. Grouping has three components: physical accessibility, financial accessibility, and cultural accessibility. According to Sosibo and Katiya (2015), in cultural accessibility, students conduct their activities despite their cultural differences. Cultural accessibility may therefore relate to social experiences: students

come from different cultures to share content socially. For physical accessibility, students conduct activities together, using the same location (Hoover, 2014).

Physical accessibility may relate to professional experience because males and females may group themselves, not according to gender, but according to their interests on content; or those who live in the same area/environment may collaborate. On financial accessibility, students at university may receive financial aid because families are not in a position to pay tuition. There are also students who are self-funded, families being in the position to pay tuition fees (Mtshali, 2015). Financial grouping may therefore be influenced by personal experiences, it being a personal matter to be self-funded and to have a financial sponsor. The university system automatically groups its students. First-year students should reflect their experiences on ways in which accessibility/grouping has influenced them to use Moodle on the Business Studies module. Rationale is very important in education for understanding the purpose of learning Business Studies.

2.13.7 Rationale

Rationale is the intellectual process that requires one to be fully focused when conducting actions, so that the alternative possibilities may be perceived (Thijs & van den Akker, 2009). This responds to the question of why one is learning (Thijs & van den Akker, 2009). Each person should have a valid reason for undertaking a specific action. Motives that drive our actions are important, and students need to know why they are learning certain modules. Rationale should make meaning of all curriculum concepts, also relating to all curriculum issues, including student experiences of using Moodle in the Business Studies curriculum. Students taking Business Studies should be motivated by the rationale of using the Moodle platform. Some studies mention the rationale for students taking modules using a Moodle platform. Studies mention that students' experiences of learning Business Studies using the Moodle rationale should be based on three propositions: personal rationale, social rationale, and professional rationale (Weill et al., 2015).

A case study was conducted by Fomunyan (2014) on six university students at the university of KwaZulu-Natal. The purpose of the study was to explore how students view the concepts of thousands of theories on the implementation of the curriculum. A semi-structured interview was used to generate data; and purposive sampling was used in selecting samples. The study discovered that the issue of personal rationale plays a major role for students in order to attain the achieved curriculum. The personal rationale aids students easily to determine reasons for

any curriculum implementation at the university. Hence, students at the university are studying many theories during their learning process.

First-year students should have many different personal rationales for taking the Business Studies course, since theories develop their thinking. Fomunyan (2014) findings concur with those of a case study conducted by Khoza (2017) on student teachers' experiences of using Moodle. It was recommended that students identify for themselves the theories that underpin the purposes of Moodle during the university curriculum implementation. Personal rationale is important for students and could lead students to understand their rationale for taking Business Studies using Moodle. The one-on-one semi-structured interview and focus group discussion were used for the data generation in the study. Khoza (2015a) further articulates that there are many rationales for students to pursue Mathematics studies for teaching purposes. One of the participants had a passion for her subject. She believes that South Africa is running short of teachers specialising in Mathematics (Khoza, 2015b). First-year students taking Business Studies using Moodle can identify various experiences on the rationale for learning such. Personal rationale, such as a passion for learning, comes before any other rationale in studying the Business Studies curriculum.

The study of Weill et al. (2015) asserts that self-paced e-learning is driven by individual persons. Students work individually; and learning material may be accessed online and completed without requiring a lecturer or interaction among students. Personal rationale drives students to use personal experiences on an online platform when taking Business Studies. An interpretive case study of two groups of students and a lecturer, conducted by Khoza (2017), found some reasons for lecturers teaching the module. The study utilised semi-structured interviews, document analysis, and participants' observation for data generation. It also used purposive sampling for selecting participants.

The study findings of Khoza (2015a) concur with Fomunyan (2014), revealing that one of the reasons for lecturers conducting the studies based on modules, was that they wished to transform students from not understanding to what they will know once they have conducted some research. The study also reveals that the rationale for lecturing the research module may be viewed from both the side of the student or the lecturer. The rationale for learning Business Studies curriculum may be viewed from the personal perspectives of student and lecturer. The findings from the studies suggest that personal experience can play a major role for students who recount their experiences on the rationale for learning Business Studies using Moodle.

Studies on personal rationale of Business Studies using Moodle indicate that personal reasons are powerful and are the most influential rationale driving students to learn Business Studies using Moodle.

These studies (Fomunyan, 2014; Khoza, 2013, 2015b) further highlight that one has to be careful of personal rationale as this may overpower the societal and professional rationales. The social rationale prioritises society at the centre of the teaching and learning environment (Mdunge, 2012). The university should be aware that students come from different social groupings, thus the curriculum should accommodate all diversities (Thijs & van den Akker, 2009). Under this rationale, students use Moodle to communicate with one another through threaded forum discussions, which encourage peer interaction. Students can gain socialised guidance from the lecturer about the module, when necessary, relating this to facilitated e-learning.

In addition to the above, students learn Business Studies because of the societal rationale of their own communities, some students learning because of the needs of the community. Furthermore, both Chung and Ackerman (2015), and Fomunyan (2014) and others share the same idea, based on the societal rationale. Khoza (2015b) takes a step further by intimating that society should enlarge the professional behaviour that will promote professional effectiveness in curriculum implementation. Students, because they are learning to be future professionals, should understand the rationale behind learning values, coming as they do from different communities. Students may learn because they wish to contribute to the teaching of a specific subject to learners from their society. Some students learn to teach the Business Studies curriculum because they wish to assist learners, giving back to the community.

Khoza (2013) stipulates that students need to know the professional rationale in order to learn content according to the curriculum aims and development level. Therefore, those (curriculum implementers) who are lecturing Business Studies content (implemented curriculum) should be trained and qualified to lecture the module, using Moodle, in order to instruct relevant knowledge to students and attain the curriculum's stated aims. It is clear that students learn because they are following an implemented curriculum to learn Business Studies content on the Moodle platform. This is evident when Khoza (2015a) asserts that some participants learn their module content based on what the module outline documents state. Some students are learning because they wish to understand the content of the module, Business Studies which would support school knowledge. School knowledge is dependent on students obtaining

qualifications in order to implement the Business Studies curriculum. This will encourage students to state their experiences on their learning practices.

Hoadley and Jansen (2013) address the issue of quality education and challenges on curriculum. These studies mention that curriculum learning involves transformation of the implemented to the achieved curriculum. Any personal, social, and professional rationale on students that learn Business Studies using Moodle may assist with quality assurance in all concepts of the curriculum spider-web. Even in the South African context, students' experiences on rationale of learning may enhance the quality assurance of learning, using Moodle. Thus, these rationales are based on a vision by the school of education at a South African university through the module outline document. A good and valid rationale of learning can enhance correct implementation of Business Studies through using Moodle.

However, the Business Studies module outline UKZN (2018), does not state the rationale for first-year students learning of Business Studies using Moodle. Khoza (2015b) outlines that any curriculum has its own reasons for development. The Business Studies outline should have its own rationale to support students with school knowledge based on content rationale. The module outline must state the rationale for students learning the Business Studies curriculum using Moodle. Students may be motivated to learn Business Studies, since students will be future qualified teachers, preparing to give back to the community.

The issue of assurance of the quality of the curriculum is expressed by Hoadley and Jansen (2013) who assures that, if lecturers are able to lecture using Moodle or to implement Business Studies content using Moodle, students may perform better and unpack the content differently using Moodle. If lecturers cannot upload the desired learning documents and programmes of Business Studies per the Moodle platform, Moodle in Business Studies may fail. Furthermore, there is no stipulated rationale in the Business Studies outline document for students to use Moodle. It is not practical for students to learn to use Moodle. There is a slim chance that Moodle in Business Studies may work properly. This may yield to a normal pass rate.

The above highlighted study points to various rationales of learning, from different viewpoints. Students learning using Moodle should be aware of the rationale for learning their subjects. However, none of the above-mentioned studies has used a case study research to explore the rationale underlying student learning. There is therefore a need for a study to be conducted on an interpretive research style at which data is generated from not only semi-structured interviews, but also reflective activity and document analysis. Findings from the literature on

the above studies indicate that studies did not require students to mention their experiences on rationale for learning. First-year undergraduate students using Moodle may be guided in terms of training. Lecturers can arrange the e-learning training for specific modules. From the above discussion, in view of reasons for teaching and learning (rationale), it is evident that students can state their experiences based on any of three reasons which may be influenced by goals.

2.13.8 Goals

A goal is a preferred result that a person commits to for achieving an end (Moskowitz & Grant, 2009). In the curriculum, goals answer the question of towards which goals one is teaching and learning (Thijs & van den Akker, 2009). Goals are categorised into aims, objectives, and outcomes (Kennedy, Hyland, & Ryan, 2009; Khoza, 2015b). An aim is a long-term goal, while an objective is a short-term goal. Both indicate teaching intentions (Khoza, 2015b). Kennedy et al. (2009) state that objectives give more specific information about what the teaching of the module hopes to achieve. Unlike aims, for which the statement is broad, objectives break aims into simpler, achievable goals. Khoza (2015b) states that outcomes are what students should achieve at the end of lesson, demonstrating the achievement. In the context of this study, aims may be what students wish to achieve in the long run, to complete the course in four years.

Short-term goals (objectives) are goals expected that students will achieve at the end of each lesson in order to succeed at the long-term goal. Furthermore, aims can serve personal experiences because students decide individually what they wish to achieve in the long term, based on the content taught. Objectives may serve professional experiences because students should achieve at the end of the lesson content. Outcomes may relate to societal experiences, because what is learnt by a student may be applied to the community context. Goals may encourage students to master the content taught in the lecture hall.

Goals are an important aspect of the planning of the teaching and learning practice. Kennedy et al. (2009) and Khoza (2015b) assert that goals towards which lecturers teach should be determined by aims, objectives, and learning outcomes. Both Kennedy et al. (2009) and Khoza (2015b) portray good and understandable definitions of these goals. Aims are defined as a broad general statement of teaching intentions written from the teachers' point of view, based on the content; objectives are referred to as specific statements of teaching intentions (Kennedy et al., 2009). Learning outcomes are what students need to know, demonstrate, understand, or be able to do at the end of each lesson.

Both Kennedy et al. (2009) and Khoza (2015b) place emphasis on the significance of aims on the curriculum implantation, such that they even believe that aims give the broad learning purpose of modules such as Business Studies. How modules should be learned is dependent on the specified broad aims of each module from the intended curriculum. The importance of the aims of subjects such as Business Studies is evident in Khoza (2013) continuing to emphasise the issues of aims in his interpretive case study of six students conducting research at one of the universities in South Africa. Semi-structured interviews and document analysis were used for data-generation purposes. The study concludes that in the South African context, the module outline (intended curriculum), refers to learning outcomes.

Learning outcomes were seven generic statements that were generated by the South African university for the module as offered by (Khoza, 2013). The study revealed that learning outcomes are related to aims, as they are broad statements for the learning intention of each module. In other words, aims play a major role in the learning of a module like Business Studies. Thus, it is necessary for students to be able to mention their experiences on the broad statement of learning (aims) during their learning practice. This may also transform students in such a way that they properly receive the curriculum implementation. Furthermore, studies mention that each curriculum should specify the aims that curriculum implementers intend to achieve for the specific period. Students must be aware of aims for learning the module content.

These studies (Berkvens, Van den Akker, & Brugman, 2014; Van den Akker et al., 2010) reflect that the aims from the intended curriculum should contain opportunities for students, creating self-esteem that will influence the success of a student. Aims of any intended curriculum should enhance the future of students. Objectives show what the lecturer wishes to cover during the learning process. This is evident in the case study written by Khoza (2013) on eight Educational Technology lecturers who use online learning environments to teach their modules at a South African university. The study utilised document analysis, observation, and one-on-one semi-structured interviews for data generation. The study discovered that, through the module objectives, in terms of resources, students were able to use (hard-ware and soft-ware): items one can see and touch, and (ideological-ware) that cannot be seen and touched. It is therefore appropriate for lecturers to refer to objectives during the teaching and learning process of each module such as Business Studies. This may make it easy for students to grasp the content and concepts.

Khoza (2013) and Kennedy et al. (2009) further elaborate that objectives are detailed declarations that are generated according to the lecturer's intentions; and that objectives are the broad statements of what a lecturer can do for students during the process of teaching and learning. Lecturers should use keywords such as understand, introduce, know, and many others that are recognisable and assessable, in order to achieve what a lecturer hopes to attain at the end of each lesson. Khoza (2015b) outlines that both aims and objectives are generated according to the lecturer's intentions, while on the other hand, learning outcomes are on students' intentions.

Furthermore, these studies (Berkvens et al., 2014; Khoza, 2013, 2016b) discuss the issue of learning outcomes in their studies. Their studies revealed that learning outcomes are based on students' intentions on perspectives, as per the intended curriculum. The studies further elaborate that learning outcomes are generated according to Bloom (1971) taxonomies of learning, namely: comprehension, knowledge, application, analysis, synthesis, and also evaluation. Studies further discuss that the correct usage of Bloom (1971) key verbs listed above based on taxonomies lead to the right formulation of learning outcomes. Learning outcomes are measured on a student's presentation; lecturers should use specific and noticeable keywords in Moodle, such as Bloom's taxonomies' use of explain, define, evaluate, and critique. The understanding of learning outcomes' formulation might assist students to mention their experiences on learning outcomes in their Moodle practices.

This is emphasised by the interpretive qualitative case study conducted by Khoza (2015b) on five students who were studying chemistry at a South African university. The study concluded that a lecturer-centred approach was utilised by lecturers when the students were working as active students in combining both Technologies in Education (hard-ware and soft-ware) and Technology of Education (ideological-ware). The study also revealed that the lecturer-centred approach was not properly utilised because students were not given any intended learning outcomes, but were only given the aims and objectives based on their modules.

Khoza (2015b) raised the argument that the curriculum spider-web does not include learning outcomes as the proposition in this concept (goals). However, learning outcomes are more important than aims and objectives based on measuring students' performance for the positive attained curriculum. The curriculum spider-web does not cover all concepts in evaluating the curriculum since learning outcomes are not addressed. On the other hand, learning outcomes

play a major role in curriculum learning. This further suggests that first-year students should be able to discuss their experiences on learning outcomes in Business Studies through using Moodle, taking it as a main goal, even though it is not included in the curriculum spider-web. Khoza (2015b) emphasises that learning takes place when all modules are driven by learning outcomes, because they are observable and may be measured in terms of what students are expected to understand and what they are able to do at the end of each lesson.

Based on the discussions from the literature review stressed above, aims, objectives, and learning outcomes play a significant role in any implementation of curriculum. Learning outcomes should therefore be measurable and take direction from aims and objectives. However, the above studies did not look specifically at the aims, objectives, and learning outcomes on experiences of first-year students taking Business Studies using Moodle in the South African context. Most studies were conducted by means of a critical paradigm in exploring students' experiences on aims/objectives and learning outcomes. It is therefore essential to conduct a study that uses the interpretive paradigm, for first-year students to state their experiences on taking Business Studies using Moodle, on aims, objectives, and learning outcomes. Furthermore, instead of using one-on-one semi-structured interviews and document analysis for data generation, there is a need to conduct a study that uses reflective activity for data generation in order to bridge the gap.

2.13 Conclusion

The literature review offered in this study has revealed that curricular spider-web components are used as concepts for proper module curriculum implementation. The issues of rationale for the module, content, accessibility, goals, learning activities, resources, time, students' role, and assessment, appeared as the most significant issues reflected in the literature review. The literature review revealed the importance of experiences of first-year students as a way of understanding the issues of intended, implemented, and achieved curriculum. This chapter assists in exploring the reviewed literature of experiences of first-year students on the research objectives. The next chapter will answer the research questions by explaining the research approach.

Chapter 3

Research Design and Methodology

3.1 Introduction

The literature review from Chapter Two explored the various experiences of first-year students at a South African university, taking Business Studies using Moodle. The literature covered the curriculum representations and the ten concepts of the curricular spider-web. This chapter presents the approach which the study took. It argues the methods of data generation, the research paradigm, ethical issues considered, data analysis, and limitations of the study. The case study, which is a research style, adopts trustworthiness which includes credibility, transferability, dependability, and confirmability. The interpretive paradigm adopted guided analysis as it analyses data, followed by ethical issues and limitations of the study.

This study expects to achieve the following objectives:

1. To explore the experiences of first-year students on the use of Moodle to learn Business Studies at a South African university.
2. To explain the skills that may be drawn from the experiences of first-year students on the use of Moodle to learn Business Studies at a South African university.
3. To understand the reasons that inform experiences of first-year students on the use of Moodle to learn Business Studies at a South African university.

The study expects to create the above findings by answering the following questions:

1. What are the experiences of first-year students on the use of Moodle to learn Business Studies at a South African university?
2. What skills may be drawn from the experiences of first-year students on the use of Moodle to learn Business Studies at a South African university?
3. Which experiences of first-year students inform the use of Moodle when taking Business Studies at a South African university?

Figure 3.1.1 below gives detail of research methodology of this study.

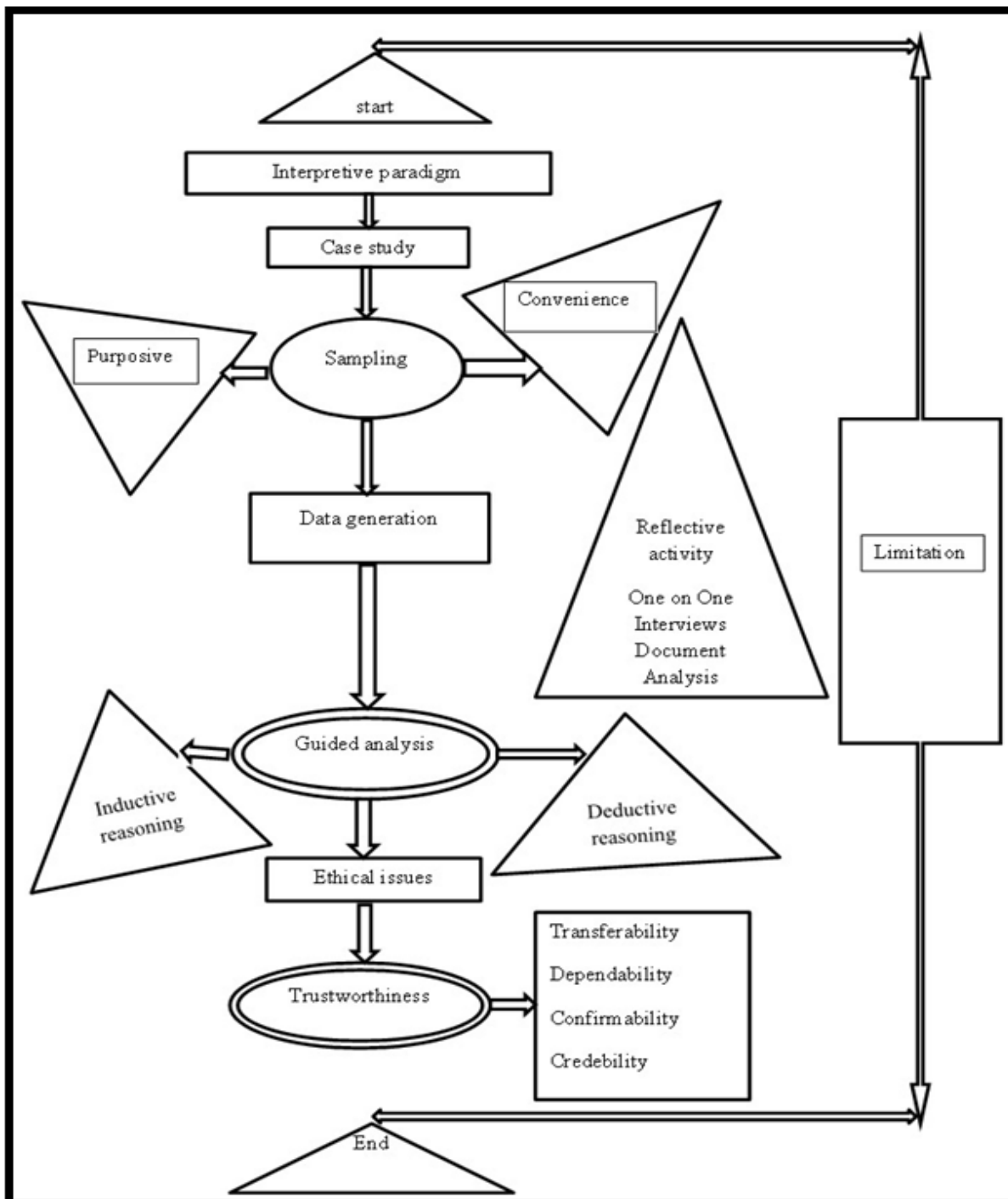


Figure 3.1.1: Chapter three flow chart

3.2 Research Paradigm

These studies (Bertram & Christiansen, 2014; Leedy & Ormrod, 2010; Nieveen, 2013) define the research paradigm. They view the research paradigm as representing a particular worldview that defines an individual researcher. A research paradigm is also taken as a view of reality and a frame of reference being used to organise what has been observed and understood. Each research paradigm is described by the way it generates data and interpretation of the findings. A paradigm may therefore be an experience of a certain group on the nature of reality, learning and understanding it better for interpretation purposes (Creswell, 2017). Bertram and Christiansen (2014) stress that it is important for the study to define its own research paradigm because the way we view the world influences the way we can research the world. Studies outline various research paradigms, such as the interpretive, the critical, and the post-positivist paradigm. Each paradigm views and interprets the world in its own way. The interpretive paradigm aims to understand and interpret the world in terms of its actors. On other hand, the critical paradigm reflects the political and the ideological context in order to change or transform society, the post-positivists striving for objectivity, predictability, patterning, and the construction of laws and rules of behaviour.

This study falls under the interpretive paradigm. An interpretive paradigm is described as a paradigm that highlights the importance of a better comprehension of the world over personal involvement (Tuli, 2011). Mack (2010) states that the interpretive paradigm's main tenet is that research can never be objectively observed from the outside; rather, it must be observed from the inside through the direct experience of the people. Hence, Bertram and Christiansen (2014) outline that researchers in this paradigm should be members of the societal actuality they are researching. Morrison (2011) also assert that individual researchers are only able to understand the societal domain if they play a part in it. For this reason, the university at which I currently study has been chosen. I have been careful not to be biased on my interpretation of first-year students' experiences. Silverman (2013) declares that the interpretive paradigm represents the social world created by co-operation of individuals; consequently, there is no fixed structure to society. The interpretive paradigm expects to comprehend the students' experiences from an individual perspective. The interpretive paradigm goes to description of occasions on which the study questions what is utilised and in order to describe and explain experiences of first-year students. This study utilises qualitative research methods to gain

understanding of experiences of first-year students within a university context. The interpretative perspective of the world fits with this current researcher's perspective of the world. Bertram and Christiansen (2014) point out that the interpretivist paradigm stresses the need to place an analysis in context. The interpretive paradigm attempts to view the world in a subjective way. The interpretive paradigm is unbiased with regard to analysing diverse variables. However, it focuses on understanding human experiences in specific circumstances (O'leary, 2004). Thus, the interpretive paradigm is used in this study to elucidate the personal reasons that rely upon social actions when students are using Moodle. The interpretive paradigm does not develop another theory; rather, it helps in the assessment of theories. The interpretive paradigm characterises reality as that which depends on people's subjective experience of their internal world. The truth gained from experiences of first-year students is real and may be taken into consideration in order to understand how it is used.

The aim of the interpretive paradigm is to explore the experiences of first-year students taking Business Studies using Moodle. An interpretive paradigm helps in exploring the findings from the participants' understanding the sense of the phenomenon (O'leary, 2004). McInnis (2001) proposes that the interpretive paradigm focuses on personal reports, disregarding shared goals. It recognises exploration as an active process in researching the findings from the participants' personal world (Schumacher & McMillan, 2006). The interpretive paradigm recognises and interprets participants' potential to clear their thoughts and experiences. This is determined by the researcher's capacity to repeat and examine (Leedy & Ormrod, 2010).

O'leary (2004) suggests that the primary aim of the interpretive paradigm is that it helps in the development of insight. The development of insight helps to build the knowledge that is determined by the participants' views and understanding. Schumacher and McMillan (2006) assert that the primary objective of the interpretive paradigm is to uncover the composition of structures, breaking down the groupings of reality. Thus the interpretive paradigm has indicated that insight is essential to comprehending and reflecting on the basic level of common sense knowledge and logical information on the use of Moodle by first-year students. Insight supplies acquired knowledge which helps create the level of obtained knowledge. This goes to the level of awareness and understanding of the attributes of objects and procedures. Insight assists the understanding of individual or specific circumstances relating to the societal and cultural environment. However, the interpretive paradigm has certain disadvantages.

Leedy and Ormrod (2010) assert that insight into the interpretive paradigm is inadequate in analysing the organisation. The personal experiences explored provide inadequate data for

change. Interpretive research neglects to explore the economic, social and political aspects influencing organisational issues, events, and creation of ideas (Leedy & Ormrod, 2010). The weakness of the interpretive paradigm is that it works with any experiences of people (Mack, 2010). This study did not examine any experiences, it specifically focused on first-year students' experiences of the use of e-learning systems in order to obtain relevant data. The intention of this study was to explore deeply into students' understanding of their experiences of using e-learning as first-year undergraduates. Hence, the interpretive paradigm is believed suitable for the study. A research approach used to generate data in this research will be discussed.

3.3 Research approach: Qualitative

Creswell (2017) avers that research approaches are processes for research that link the steps from general expectations to detailed ways of data collection, analysis and interpretation. The author further names the differences between these approaches in research as quantitative, qualitative, and mixed methods. According to Creswell (2017), the qualitative research approach mostly utilises words and open-ended questions that relate to numbers and closed-ended questions. The mixed-methods approach combines both quantitative and qualitative approaches. Yin (2015) defines a qualitative approach as a developing, inductive, interpretive, and naturalistic approach to the study of people, phenomena, cases, social situations, and processes in their natural settings, in order to reveal in descriptive terms the meanings that people attach to their experiences of the world.

This study utilised the qualitative approach, seeking an in-depth look at experiences of first-years students on the use of e-learning at a South African university. Creswell (2017) urges that qualitative research is a characteristic investigation of everyday life and perceptions made of human conduct. Merriam (2002) interjects that qualitative researchers gain learning from sources that have suggestion recognition. O'leary (2004) clarifies that qualitative research centres on investigating and finding the issues in question. This proposes that qualitative research distinguishes weaknesses and the extent of the issue. Golafshani (2003) states that qualitative research encourages researchers to perceive the societal and cultural aspects in which people live. Qualitative research centres on understanding and investigating human conduct and individual experiences.

According to Creswell (2017), qualitative researchers deal with socially constructed realities. Their responsibility is to describe, understand, and interpret how various participants in a social setting construct the world around them (Merriam, 2002). Golafshani (2003) states that qualitative research uses a naturalistic approach that seeks to understand phenomena in context-specific settings, such as the real world in which the researcher does not attempt to manipulate the phenomenon of interest. Therefore, this qualitative study approach allowed me the opportunity of understanding and describing the skills by which first-year students make personal sense of their lives, without bias. The study was on e-learning and the subject is people (students at a South African university). The plan was to understand students' experiences on the use of e-learning in Business Studies and what informs their experiences.

3.4 Research style: Case study

These studies (Gillham, 2000; Silverman, 2013) depict the three kinds of case studies: intrinsic case study, collective case study, and instrumental case study. In intrinsic case study there is no push to generalise a single case. The instrumental case study gives knowledge on this issue, and a collective case study analyses a general phenomenon running through various cases. This study adopted the intrinsic case study since it explores experiences of first-year students in Business Studies. This is a case of five first-year students at a university using Moodle when taking the module. The intrinsic study gives a view of ways of achieving positive curriculum implementation. Since this study was not expected to generalise its findings, this assisted in understanding the various experiences of first-year students when taking Business Studies using Moodle at a South African university. A case study offers empathetic, thoughtful, and comprehensive information from various sources (Bertram & Christiansen, 2014). This study can help close the gap left by other researchers into Moodle.

Gillham (2000) portrays a case study as a request to respond to a specific research question, seeking different data from the case settings. Case study assists in finding solutions to research problems. Yin (2017) classifies the case study as a pragmatic examination which explores recent events within everyday circumstances. A case study is important when related conditions of the phenomenon must be analysed. Morrison (2011) portray the case study as a study of individual people and real-life conditions. A case study therefore covers a participant's experiences and actual life. Despite the fact that its results cannot be generalised, a case study indicates the reasons for behaviour, and gives empathetic, in-depth, and detailed data from various sources.

Furthermore, Yin (2017) portrays case studies as including a variety of observations which are implanted in specific situations. A case study may be a plan and an experience that is restricted by timing and location. Schumacher and McMillan (2006) indicate that a case study explores a limited framework utilising various sources of data from an established location. The generated realities are accumulated to gain diverse responses to the research questions. The case study assisted me with exploring specific students' experiences when taking Business Studies using Moodle. This study adopted a case study design which was suitable in that it offered an organised method of generating and analysing data, before reporting the findings.

Bertram and Christiansen (2014) recognise the four critical attributes of a case study: particular, descriptive, heuristic, and inductive. Particular alludes to a specific experience and condition, which is the aim of the study. Descriptive refers to the profound and wide group of details in connection with the case. Inductive alludes to the sort of analysis used to build up a generation of theory that emerges from data. A case study does not represent, but rather focuses on what is found out from a single case (Yin, 2017). Case study research has been criticised for not representing the wider population. Yin (2015) insists that a case study is helpful in analysis and generalization whereby the researcher studies an arrangement of findings connecting to wider theoretical recommendations. Various methodologies are utilised to acquire data. Yin (2017) believes that case studies may be generalised.

3.5 Location of the study

The sample for this study was taken at a South African university in the Pinetown area. The university is situated in a commercial area. The first-year students use Moodle in taking the Business Studies module. They offer no clear explanation for factors influencing their learning. The participants selected Business Studies as their major subject. Consent for the research was obtained from the university registrar. The convenient sample of five first-year students in the Business Studies class was chosen. This sample was selected for their availability in class. The data was gathered from reflective activity, one-on-one semi-structured interviews, and via document analysis with five students. This included three females and two males. The figures below shows the location of the study.

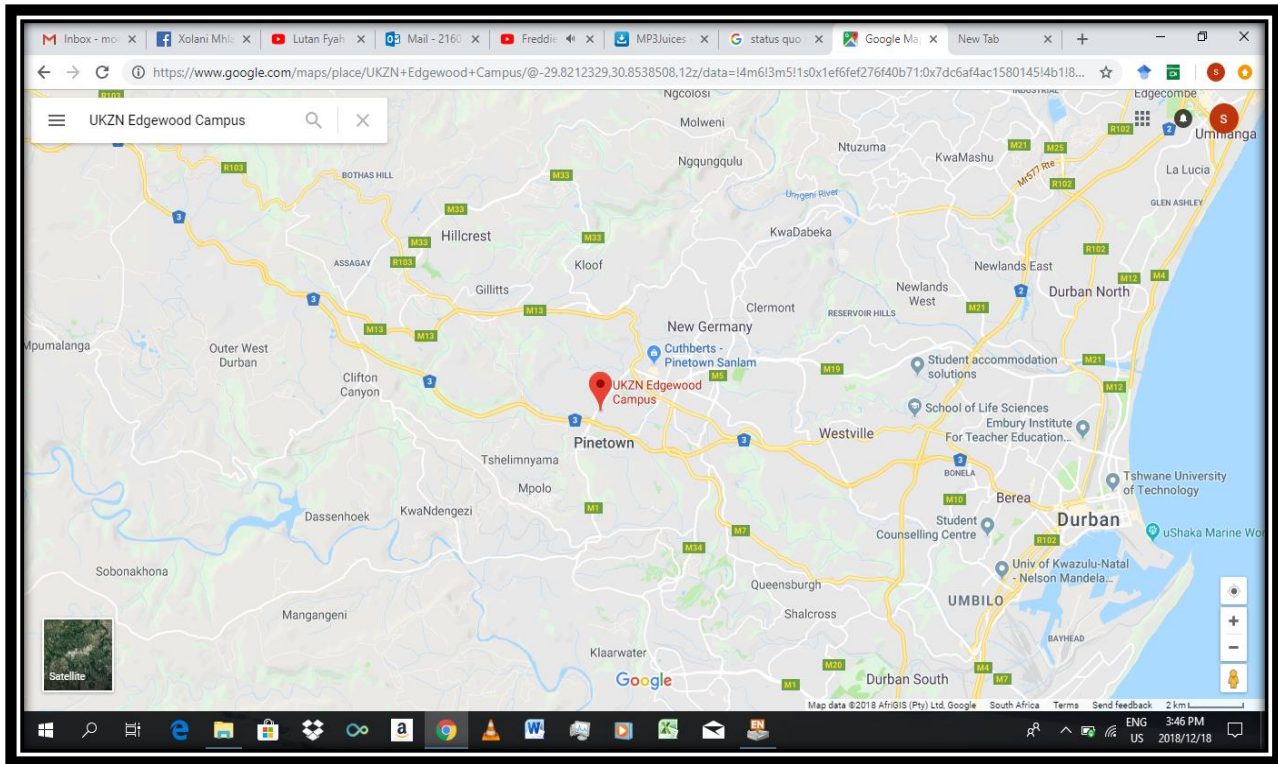


Figure 3.5.1 Map to Edgewood campus (Source: Google Maps, 2018)



Figure 3.5.2 Edgewood Campus Location (Source: Google Maps, 2018)

3.6 Sampling

Bertram and Christiansen (2014) declare that sampling is a process of choosing which people, location, activities, or practices to study. An sample may be alluded to as a part of analysis. The sample is chosen by the researcher who is subject to the data-generation methods, adding to the population and style of the study. The measure of the sample of this study will rely upon the research style and population size. Morrison (2011) characterises sampling as the population to be utilised in the research. To overcome impediments such as cost and time, researchers selected a small group or set of the population to represent the total population. The sample was five first-year Business Studies students. Sampling consists of two main methods: probability sampling (random sampling) and non-probability sampling (Morrison, 2011). Purposive sampling, as one of the non-probability sampling methods, incorporates random, stratified sampling, cluster sampling, stage sampling, and multi-stage sampling. Non-probability sampling incorporates convenience sampling and purposive sampling (Morrison, 2011). Purposive sampling was adopted in this study on the grounds that the sample was representative of the greater population.

3.6.1 Purposive sampling

This study adopted the purposive approach as non-probability sampling. Purposive sampling is settling on choices which individuals include in the sample. The purposive sampling method tries to choose data with expert participants, particularly the individuals who meet the objectives of the study (Yin, 2015). The aim of purposive sampling is exploring and viewing people's different experiences (Bertram & Christiansen, 2014). I chose five first-year students, realising that the sample is not representative of the larger population. The sampling of five first-year Zulu and Xhosa language-speaking students was based on their availability and gender. Students came from different disadvantaged schools in deep rural areas, different home backgrounds, and had differences when learning Business Studies using Moodle, therefore they gave different responses. In purposive sampling, the researcher goes for a specific group, perceiving that the group is not representative of the larger population (Simon, 2011). Thus, I chose these students because they use Moodle for the learning and teaching process. Further to this, students were at a university that has introduced Moodle as an online learning platform. Table 3.6.1 below displays the participants who were purposefully sampled for this study. Alphabetical code P1 to P5 was used to refer to five participants.

Table 3.6.1: study participants' profile

Participants	Year of study	Subject	Age	Gender	Race
Participant P1	1 st Year	Business studies	20	Male	African
Participant P2	1 st Year	Business studies	22	Female	African
Participant P3	1 st Year	Business studies	21	Female	African
Participant P4	1 st Year	Business studies	20	Male	African
Participant P5	1 st Year	Business studies	23	Female	African

3.6.2 Convenience sampling

Bertram and Christiansen (2014) define convenience sampling as a sample chosen because of easy accessibility for the researcher. The convenience sampling focuses on participants that are accessible and willing to participate in a study. The researcher must utilise the sample which is easily accessible. Participants in this study were five first-year students at the university, who are easily accessible. The university selected by this research for the case study is easy to access. This sampling was not representing a greater population; however, it is important and effective for giving relevant experiences, thoughts, and knowledge (Bertram & Christiansen, 2014). The results have not been generalised outside the sample. Bertram and Christiansen (2014) concur with Khoza (2012) that sampling may not represent the larger population. Accordingly, it does not look to generalise the results. Convenience sampling was utilised in this study to save time

3.7 Data-generation methods

In this study, there were three methods used to generate data, namely, reflective activity, one-on-one semi-structured interviews, and document analysis.

3.7.1 Reflective activity

Reflective activity is a written activity that requires participants, e.g. students, to complete a short series of questions about the phenomenon being studied (Mtshali, 2015). This study adopted reflective activity as a method of data generation through questions that have been sent to the participating students who were given two weeks to complete them. However, McLeod (2014) defines reflective activity as a well-mannered set of questions that may be used to obtain information from the participants in a research; questions may be open or closed-ended.

Reflective activity is mostly used by scholars to evaluate community opinion through asking questions (Cohen et al., 2011). In this study, students were given the opportunity of expressing experiences in their own words, producing detailed responses on taking a Business Studies course using the Moodle platform. The designed reflective activity was in line with the curricular spider-web concepts as used by the study (see Chapter Two). The activity required that first-year students learn Business Studies using Moodle to articulate their experiences on the set of questions as represented in table 3.7.1 below.

Table 3.7.1: The research concepts, questions and expected responses.

Question 1:	<i>Why do you use Moodle for your module?/ why do you have an interest in the use of Moodle? (reasons)</i>
Answer:	
Question 3:	<i>As you are permitted to use Moodle, how do you gain access to Moodle when on a Business Studies module? (accessibility)</i>
Answer:	
Question 4:	<i>How do you ensure justice when taking your module using Moodle? (goals to be achieved)</i>
Answer:	
Question 5 :	<i>What content are you learning in Business Studies using Moodle?(content)</i>
Answer:	
Question 6 :	<i>Which Moodle learning activities do you use when taking your module? (Moodle activities)</i>
Answer:	
Question 7 :	<i>How do you recognise your character when using Moodle? (students' role)</i>
Answer:	
Question 8 :	<i>Where do you use Moodle when you take your module? (location/environment)</i>
Answer:	
Question 9	<i>When do you use Moodle when you take your module? (time)</i>
Answer:	
Question 10	<i>How are you assessed to your module using Moodle? (assessment)</i>
Answer:	

The research concepts, questions, and expected responses.

Question One was expected to generate the students' answers on why they use Moodle to learn Business Studies/why they have an interest in the use of Moodle (reasons) framed by the three propositions: personal, societal, and professional rationales, articulated by (Berkvens et al., 2014). Thus, within the personal rationale, students were expected to express passion for learning. Those in societal rationale learning were expected to show community involvement in their learning practice. On professional rationale, students were expected to display the university knowledge that influenced them to use Moodle.

Furthermore, the main purpose of Question Two was to allow students openly to mention the resources they use when taking a Business Studies module using Moodle (resources). Students were expected to respond on resources as in hardware, software, and learning-theories resources, as propositions. Thus, hardware resources were any tool or machine used in learning; software resources were any materials used, together with hardware to display data in learning; and learning-theories resources describe those elements of learning that cannot be seen and touched, such as content (Khoza, 2013).

Question Three expected students to respond on permission to use Moodle; how they gain access to Moodle in taking the Business Studies module (accessibility). This was divided into financial accessibility, physical accessibility, and cultural accessibility (Brugman, 2014). (The experiences on any cost implications in the use of Moodle? (financial accessibility); The access to use of Moodle? (physical accessibility, such as computer and cellphones); and Cultural influence when using Moodle? (religion and race).

Question Four focused on establishing the learning goals. Students were expected to give answers based on the learning aims and objectives and the university intentions on propositions of learning the module using the Moodle platform (Kennedy et al., 2009). Within this framework, aims describe the long-term goal, while an objective is a short-term goal. Both indicate teaching intentions (Khoza, 2015b). Kennedy et al. (2009) state that objectives give more specific information about what the teaching of the module hopes to achieve. Unlike aims, about which the statement is broad, objectives break aims into simpler, more achievable goals. Khoza (2013) states that outcomes are what students should achieve at the end of lesson, to demonstrate the achievement.

Question Five established what was being learned, meaning the Business Studies content provided to students through Moodle. This question expected students to respond on module knowledge and experiences as proportions (Hoadley & Jansen, 2013). Topics included all content on micro environment, macro environment, and market environment from the Business Studies module outline, as implemented curriculum.

The aim of Question Six was to establish the type of Moodle learning activities that are given to students when they take the module (Moodle activities). The fifth question asked students to describe the Moodle activities that are designed to enhance their learning. Khoza (2013) declares that students should be given activities in order to achieve learning outcomes, delving further into the module. Learning activities should be based on both formative and summative assessment. Furthermore, activities have three aspects — lecturer-centred, content-centred, and student-centred activities for learning (Khoza, 2016a).

In Question Seven, students were expected to relate their experiences of how they perceive character when using Moodle (students' role), as framed by three propositions: the student, as a learner; the student as a receiver of information; the student as an assessor (peer assessment) when using Moodle. When the student is a learner, students learn for personal reasons. If a student is a receiver of information, students receive the content that is prescribed by the university curriculum document. Students achieve assessor content knowledge if they conduct peer assessment, such as formative assessment, in which they receive feedback on drafts of their work, conducting revision and re-submitting, and self-reporting of learning.

Question Eight established one concept of the curriculum spider-web: the location. First-year students were expected to respond on venues they use to learn Business Studies, such as lecture halls, residences, or home.

Question Nine was expected to generate students' experiences on the allocated time for the Business Studies curriculum as prescribed by the module outline, giving the time that is most suitable for them to use Moodle, such as spare time, during lecture hours, and after lecture hours.

Question Ten was expected to generate the students' experiences on how they are assessed in Business Studies through using Moodle (assessment), framed by three propositions: assessment for learning (formative), assessment of learning (summative), and assessment as learning (peer assessment). Regier (2012) defines formative assessment as a continuous plan

that uses informal assessment strategies to gather information on student learning. Harlen (2006) states that summative assessment is conducted at the end of the semester; and it is the overall achievement of a student. Peer assessment is a formative view that intends to help other students to plan their learning, identify their strengths, and weaknesses, and target areas for remedial action (Harlen, 2006). Students were expected to mention their experiences on formal tasks they conduct via Moodle, that contribute to the pass percentage (summative assessment).

The reflective activity was managed in one phase, as Cohen et al. (2011) consider that, in a reflective activity, researchers design and provide questions in order to ensure participants are honest in their responses. Reflective activity affords an inexpensive, speedy, and resourceful method of collecting huge volumes of information from a large sample of people, resulting in in-depth responses (McLeod, 2014). According to McLeod (2014), reflective activity is an operative means of understanding the conduct, approaches, favourites, views, and intentions of people, hence it has been used to explore students' experiences in this study.

However, for this study to display honesty, the participants have been given more time to respond on their own, answering questions on the curricular spider-web concepts. Participants were encouraged to be professional in replying, giving a short explanation of their learning experiences on the Business Studies curriculum using Moodle. In this reflective activity, participants were advised to respond to the set of questions in order to comment on their past experiences: they were using Moodle at first-year level. This method of data generation was found suitable because I was not interacting directly with the participants. They were free to respond honestly.

The activity was given to five first-year Business Studies students to complete unaided over a period of two weeks. This allowed first-year students to feel free to mention experiences of taking the Business Studies curriculum using Moodle. Responses were collected from participants three days in advance of my conducting one-on-one semi-structured interviews, so that I could familiarise myself with their experiences, making further preparations.

3.7.2 One-on-one Semi- Structured Interviews

This study adopted the one-on-one semi-structured interview as a second method of data generation in exploring and unfolding students' experiences of using e-learning. Schumacher and McMillan (2006) define semi-structured interviews as open response to questions in order to draw participants' meanings, explaining how they make sense of them.

One-on-one semi-structured interviews were the most suitable for this study because they allowed all five participants to give more detailed responses. Students have been asked to give their autobiography, offering reasons for taking a Business Studies course. Thereafter they were asked specific questions relating to the reflective activity, and new ones for interest's sake. In terms of language, participants were able to use whichever language they were comfortable with (English, isiZulu, isiXhosa, etc.) for fully understanding the context. The participants were allowed to speak in an informal manner when the interview was conducted, so as to be comfortable and relaxed, which ultimately may have generated more honest data.

Nieveen (2013) declares that interviews generate such large quantities of text data that, when one transcribes, the one-hour interview can become fifteen pages of text. For this study, in overcoming this weakness, the data was not transcribed during interview sessions, in order to avoid misrepresentation of information during transcription. As a result, the cellphone has been used to record the interviews; and I assisted in establishing that accurate findings and important information was not left out (Galletta, 2013). This helped to be able always to go back and verify the information.

A set of pre-arranged questions must be asked in semi-structured interviews, permitting the researcher to review the answers written in reflective activity (Maree, 2010). Semi-structured interview questions have been asked, because they allowed the researcher to request further clarification and understanding during the interviews. A semi-structured interview question also gives space for elaboration and depth in terms of participants' focus (Galletta, 2013). Simon (2011) considers that researchers need skills to review and establish follow-up questions during interviews. Furthermore, during the interviews conducted, the order of questions based on concepts of the curriculum spider-web were discussed between researcher and participants. Guba and Lincoln (2015) concur with studies by both Leedy and Ormrod (2010) who state that the semi-structured interview is a dominant instrument for data generation from research. Interviews may be ensured to produce high-quality data when participants are approached professionally. For this study, serious attention has been paid

during the interview process. An interview has been conducted in the presence of all participants, which made it easy to clarify the questions. Participants were able to offer their views, concerns, and opinions during the interview process. Furthermore, (Creswell, 2017; Shenton, 2004) emphasise that interviews play a huge role in closing the gaps created by other forms of data collection. The study interviews closed a gap in reflective activity for students who were not able to write clearly, but were able to speak about the experience of learning Business Studies using Moodle.

Furthermore, these studies (Creswell, 2017; Shenton, 2004) consider that interviews involve a social communication exercise, which includes issues of power relations which can influence participants in their responses during interviews. The position of the researcher may have a negative influence on the interview process. This study did not succumb to such a weakness. Interviewer and interviewees are studying at the same university. All participants were familiar with the university context. There were therefore fewer trust and power issues during interviews. Furthermore, interviews are a costly data-generation method in terms of preparation and time. The cellphone recording instrument has been used in minimising costs. A conference room at the research commons was used to conduct interviews.

3.7.3 Document Analysis

According to (Creswell, 2017; Schumacher & McMillan, 2006), documentation refers to public documents such as Internet information, official reports, policy documents, and minutes of meetings, empirical research, and private documents such as personal journals, and letters. Document analysis is regularly used to provide extra information as well as to support the research process. The study utilised the document analysis as an additional data-generation method to triangulate the research and the data acquired from other methods. The Business Studies outline was analysed. The aim was to examine specifically what the module outline intends to achieve pertaining to learning Business Studies using the Moodle platform.

3.8 Data Analysis

Cohen et al. (2011) describe qualitative data analysis as making logic of data according to the participants' explanations of the status quo, observing patterns, subjects, groupings, and consistencies. According to O'leary (2004), qualitative analysis comprises working between cycles of inductive and deductive perception, exploring the themes and the interconnections within themes.

Marshall (1995) states that qualitative data analysis is the process of bringing order, structure, and meaning to the mass of collected data. The analysed data in this study, were three essential and incorporated items: (1) What does the data say and how was it interpreted? (2) What do the data mean? and (3) How is the analysis presented to the readers? Therefore, guided analysis was adopted which included both inductive and deductive reasoning as procedures. Dhunpath and Samuel (2009) describe guided analysis as groupings of data that formulated earlier and modified through interaction with data. Inductive reasoning was improved by ensuring that the groupings developed from the data are generated by the participants.

In contrast, I began with a set of groupings, which were plotted on the data needed for deductive reasoning purposes. Open coding was employed. According to Cohen et al. (2011), open coding is the modern marker that a researcher attaches to a part of text to describe and group that part of text. Guided analysis has been used to assist with coding participants' responses from the interview transcripts. It also reveals the aim of this study which was to explore first-year students' experiences on using the Moodle platform when taking Business Studies at a South African university.

These studies (Creswell, 2017; Shenton, 2004) highlight that there are two kinds of data: primary and secondary data. Primary data includes the researcher generating data from the field, with analysis conducted to acquire meaningful data. Guba and Lincoln (2015) state that data analysis includes three types of activity that happen simultaneously: data reduction, data display, and drawing of conclusions. Data reduction tackles selection, focus, and modification of data that emerges from transcription. Data reduction occurs all through the process of a research. During the recording, the researcher chooses the research limits of a theoretical framework, to suit the research. Data reduction includes arranging and sorting data into codes; afterwards searching for a connection between categories.

Cohen et al. (2011) assert that the data-reduction process includes selecting, pointing, building, and changing of the data. This implies that data reduction connects with the researcher in order to understand the important goals between individuals' situations, mental processes, beliefs, and actions. Data reduction is a process that occurs during all stages of research. The guided analysis method strategy was driven by the concept of the curricular spider-web, which was utilised to arrange the generated data into categories. Conclusions made were supported by the data, strengthening the quality of findings. Guba and Lincoln (2015) comment that qualitative analysis is coordinated by previous concepts and thoughts.

The semi-structured interviews helped me to understand the data as it was generated. After raw data had been generated, patterns were detected, and regularities assisted me to draw some broad conclusions. Inductive reasoning moved from the general to the more specific (Bertram & Christiansen, 2014). From the beginning of the research, I concentrated on first-year students' experiences of using Moodle as my main interest. The categories were created from the curricular spider-web. Themes from the data were structured by the curricular spider-web and adapted through their association with the data. Themes and categories that emerged from the process approach were modified through collaboration with data.

3.9 Trustworthiness

Trustworthiness speaks of the method by which the researcher is able to convince the receivers that the results in the study are worth paying attention to, and that research is of high quality (Guba & Lincoln, 1994). The issue of trustworthiness must be considered in data generation, at the stage of data analysis and in data interpretation stages. The findings of the study will be trusted. Trustworthiness intends to describe and not to measure (Mack, 2010).

Guba and Lincoln (1994) also propose that emphasis on the following concepts will increase trustworthiness in a qualitative study. Such concepts are credibility, transferability, dependability, and confirmability. The trustworthiness of the study has come about by attending to and observing the above stated concepts.

3.9.1 Credibility

Guba and Lincoln (1994) describe credibility as findings being in line with reality and lived experiences of the participants and the value of data. Shenton (2004) clarifies that credibility is the honest clarification of participants' experiences; they should have the capacity to distinguish them as their own. The study focused on the different experiences of first-year students. Multiple strategies for data generation were utilised in this study: reflective activity, one-on-one semi-structured interviews, and document analysis. The credibility of the research was improved by writing of notes and audio recording of one-on-one semi structured interviews with the participants. The reflective activity was also compared with the recordings to guarantee consistency. The data was double-checked for blunders in the research design and the methodology utilised to complete the study. The proposal for the study was defended before the university panel.

3.9.2 Confirmability

Shenton (2004) reveals confirmability as the level to which findings reflect participants' experiences and ideas, although the researcher should not influence the findings. In this study, confirmability has been ensured by the research findings that reflected true experiences of first-year students taking Business Studies using Moodle: the cellphone was used to record sessions. Participants received identical sets of questions through different data generation. Finally, findings were confirmed by the participants as true reflections of their responses. As the qualitative researcher, I acknowledged any bias and possible conditions that may influence data in any way. Therefore, it has been ensured that there was no untoward influence on the findings of the study.

3.9.3 Dependability

Dependability refers to the reliable findings of the study Cohen et al. (2011). Dependability is about giving correct and direct information to the study. This is improved through direct citation of participants' responses, allowing readers to assess the findings. Cohen et al. (2011) highlighted the issue of foundation education and the knowledge by which the researcher can influence the process of data generation. I ensured that the data-generation process did not influence the findings by including my understanding in the study. I referred to knowledge from alternative studies in a similar field. I evaluated my findings from the study by understanding the field being focused on.

3.10 Ethics

Cohen et al. (2011) suggest that the word ethical is used to indicate rules of conduct or traditional values for a code or set of principles. Christiansen et al. (2014) state that ethics are an important consideration in research, particularly with research involving humans and animals. All research studies follow certain ethical principles which involve the rights of participants to be protected from any harm that might be caused by the research. In this research, these considerations were prioritised. Cohen et al. (2011) also explain that ethics are about being morally sensitive to other people's rights, respecting their dignity as humans. In studies involving students as participants, their rights and human dignity were respected. Cohen et al. (2011) indicate that ethics are positioned, which denotes that they have to be interpreted in a particular location. Therefore, permission to conduct the ethical clearance was obtained from the registrar at the University of KwaZulu-Natal. I obtained permission by communicating with the participants to acknowledge the approval, asking them to sign consent

to participating in the study. Cohen et al. (2011) further indicate the three ethical components of autonomy, non-maleficence, and beneficence. Participants were informed that their participation throughout the study was voluntary, and that they were free to withdraw at any stage of the research without any penalty.

The study sustained confidentiality at all times by not exposing the information given to anyone; only using it for the purpose of this study, for the sake of honesty and transparency (Shenton, 2004). All participants were informed in writing and verbally of their right to confidentiality and anonymity, and about their voluntary participation (Kvale & Brinkmann, 2009). In this study, participants were informed that, during the course of the study, they were protected from harm (non-maleficence) and their right to privacy had been respected by using pseudonyms to replace their real names. During the interview, a professional code of ethics was adhered to by the interviewees. It was emphasised that there were no right or wrong answers to the questions. Participants could withdraw whenever they wished. Students were informed that the study may be beneficial to them, as the university might implement the findings from the study (beneficence).

3.11 Limitations

Simon (2011) states that limitations are potential weaknesses in the study and can be out of the control of the researcher. Human beings are naturally unique. As a researcher, I was fully aware of the diverse characteristics and behaviour of the participants (Simon, 2011). In that I am a student at this university interviewing other students, I acknowledged that I could fall prey to bias to the extent that I have a personal interest in completing the study. However, I did not raise my opinions, knowledge, and experiences on the study. I allowed the participants to provide their own data without attempting to influence them during our interview process. However, as the researcher, I acknowledged their uniqueness. I ensured that the research continued smoothly and successfully. Therefore, since the participants voluntarily participated in the research, what they brought to me as a researcher I took as a priority in order to gather data as it was needed at the time. One of the limitations, as with all other qualitative research, is that this study was small scale, and thus its findings and results were subjective, personal, and contextual, not allowing for generalization (Simon, 2011).

3.12 Conclusion

Chapter Three elucidated the research design and methodology. It illustrated the research style, generation of data methods, sampling, and plan of generating data, trustworthiness, data analysis, ethical issues, and also limitations. The methods gave the procedure and the directions for answering the research questions. The above revealed methods were utilised to explore the experiences of first-year students taking Business Studies using Moodle at a South African university. The transparency of the study was accomplished through reinforcing the reliability and trustworthiness. Chapter Four will discuss the research findings.

Chapter 4

Research findings and discussions

4.1 Introduction

The previous chapter argued research design and methodology, although this chapter tells the findings of the research through the three data generation methods: reflective activity, one-on-one semi-structured interviews, and document analysis. Various sources of data were used with the purpose of achieving reality of data and actions of trustworthiness. The findings are exploratory in nature, and themes were developed from the ten components of the curricular spider-web. Five participants, first-year students, were selected from the university, and ten questions as themes from the curricular spider-web were offered. In offering the data, I confirmed that the participants' voices are not missed, by directly quoting their answers.

4.2 Findings and discussions

4.2.1 Content Knowledge (CK)

4.2.1.1 Which content are you learning in Business Studies using Moodle?

Theme 1 (Content)

In the reflective activity, P3 and P4 experienced the same as P1, who said: *"I actively learn the environments, control process and forms of authority."* However, P2 continued: *"There is no content that is uploaded in Business Studies Moodle and we use Moodle maybe once a week."* P5 agreed. In the interview session P1 said: *"They cover all content, they gave us module outline, and there are types of environments and leadership."* P2 added: *"It forms of ownership and departmental process."* P3 and P4 agreed with P1: *"they upload Module outline, assignments and Module announcements."* P5 continued: *"they give us the summary of the chapter, the organisations, and authority and controlling process."*

Micro environments

Most students mentioned that their content is driven by personal experiences. Participants P1, P2, P4, and P5 had similar experiences as P3 who stated: *"I actively learn the environments and control process."* Students are clear when it comes to the micro environment content

knowledge. Furthermore, the literature clarifies that in learning micro environment content, students should be driven by personal experiences. They are exposed to methods of choosing various kinds of business, being able to create the vision and mission of businesses that they could start individually (Khoza, 2012; Mtshali, 2015). Students, through personal experience, can actively engage in Moodle activities to write their own appropriate business plans, for personal growth.

According to Craig and Campbell (2012) the micro environment describes business purposes, such as the organisational vision, mission statement, goals and objectives, strategies and structures of management and employees (business plan). Ibidunni et al. (2017) suggest that lecturers should enhance students' commitment to writing business plans as expressions of business aspiration and intentions. Lecturers should therefore use personal experiences and knowledge of the content to influence students on commitment to learn their micro environment on Moodle, particularly on the writing of possible business plans that describe clearly the vision and mission.

Marketing Environment

Findings suggest that most students are not specifying societal experiences in the marketing environment. Participants P1, P2, P3, and P4 were in line with P5 who stated: *"They cover all content, they gave us module out line, and there are types of environments and leadership."* First-year students taking Business Studies through Moodle were driven by societal experiences to learn marketing environment content. They learn and relate to the relevant marketing ideas that will help them to acquire useful knowledge. This will satisfy the needs of society, and develop new strategies for attracting customers in the future. The marketing environment consists of the actors and forces outside of the business that affect marketing management ability to build and maintain successful relationships with target customers (Kotler & Gertner, 2002). Muduli et al. (2018) suggest that marketing strategies content should be practical for students at university. Marketing environments should assist students to incorporate new topics in marketing content that are not part of a curriculum. Students should address current issues experienced in their society and create their own new marketing strategies in line with target customers. Students should therefore be driven by societal experience in the learning of such content on the Moodle system environment.

Macro Environment

Findings suggest that most students are driven by professional experiences when learning the macro environment content. Participants P1, P2, P3, and P4 had similar experiences as P5 who stated: *“They give us the summary of the chapter, the organisations, authority and controlling process.”* In Business Studies, students are learning macro environments driven by professional experiences. Students are exposed to various types of political disadvantages and legal agencies, as all business operates under the specific written laws, following certain Acts. Through Moodle, students should be given multiple-choice questions based on macro environments in order to be exposed to current global business legal agencies. Craig and Campbell (2012) assert that a macro environment constitutes those outside forces that are not under the control of the business, but have a powerful impact on the business functioning, for instance, political and legal agencies. Fomunyan (2014) suggests that the way the lecturer transmits the external factors that affect the business (macro environments) content may broaden students’ thinking on research, learning international ideas to sustain their businesses. It is the duty of the lecturers to mediate the content by exposing students to developing countries’ Business Studies theories, learning skills of dealing with a macro environment in order to adapt to new business strategies. It is therefore a lecturer’s duty to mediate and facilitate students’ understanding of macro environments by exposing them to international articles, in order to predict future economic advantages and disadvantages.

According to Hoadley and Jansen (2013) outline, through Tyler (2013) approach to content, the university decides which module to teach and whether there is the knowledge to teach it. However, the Business Studies module outline at UKZN (2018, pp. 1-2) provides the prescribed content to be covered during the year, including micro environments, marketing environments, and macro environments. The micro environment content focuses on the establishment of legal forms of business ownership that include developing a business plan for a new business, and the location of the business. The marketing environment content focuses on the business world and business management that includes the role of the business, needs, and need satisfaction, the main economic system, the need-satisfying institutions of the free market, the nature, development, and classification of business management, and its study materials. The macro environment content focuses on entrepreneurship: concept, role, and reasons, the small business, and the entrepreneurial process.

4.2.2 Technological Knowledge (TK)

4.2.2.1 Which resources do you use when taking a Business Studies course using Moodle?

Theme 2 (Resources)

In findings, P3 and P4 agreed with the statement made by P5 who said: *“I used power point at which I can be able to open my slides.”* P1 continued: *“the resources that I use when I am learning Business Studies is my laptop and my cell phone”*. In line with this, P5 said: *“I use software (computer and cell phone etc.).”*

The students’ experiences from the reflective activity indicate that participants were only aware of hardware and software resources, because the majority only referred to software such as slide presentations and other hardware gadgets such as laptops and cellphones. The majority of students were not aware of ideological-ware resources: none mentioned such (learning theories or pedagogy) in the use of Moodle during the reflective activity.

Hardware Resources

However, all participants showed an understanding of all levels of resource during the interview session. P2, P3, P4, and P5 agreed with P1, who said: *“The Hardware I usually use is my laptop because university provided us whenever I am around the campus and when I'm in the bus because I'm staying in outsourced residence laptop is using a lots of data I'm using the cell phone to download slides then when I just get in my residence.”*

The majority of students’ accounts showed that they are guided by professional experiences on using laptops and cellphones as hardware resources in order to open and download content uploaded on Moodle. P4 also stated: *“It took us some time to have laptops, we used to wait some long Queue in computer Labs, so that we can be able to access Moodle.”* Findings indicate that students are aware of hardware because their professional experience has exposed them to the use laptops, these items having been provided. Khoza (2015b) confirms that hardware resources (HW) may be any tools/ machines/objects used in education. Hardware plays a major role in the learning process. Burbules (2018) acknowledges that the hardware and performance of students depend on the lecturers’ conducting adequate research on teaching resources. The Business Studies module outline at UKZN (2018, p. 2) stipulates the prescribed hardware resources that students should use when on a Business Studies course. The textbook is *Introduction to Business Management 10th edition*. First-year students are guided by professional experiences when using hardware resources, the textbook being prescribed by the university.

Software Resources

The findings suggest that students were guided by societal experiences to use software resources. In other words, students are using their social experience, as individuals growing up using different knowledge and habits on the software programmes that they had in their society. For example, P2, P4, and P5 were in line with P1, who stated: *“The software that I usually use is Google Chrome in order to get access on Moodle and download some notes.”* P3 added: *“I am using PowerPoint to access the uploaded slides.”* This implies that students were driven by societal experiences to choose a software resource such as Google Chrome or PowerPoint found in their society. Other students’ recommendations helped in unpacking and sharing the content on Moodle. According to Khoza (2015b), software (SW) resources may be any material used in conjunction with tools to display information. Fomunyam (2016) indicates that software programmes are of the most important resources in the teaching and learning process.

The Business Studies module outline at UKZN (2018) is silent on the software resources that students should use to access Moodle when taking Business Studies. The above findings concur with the literature, that the Moodle system was evaluated using MacBook Pro, with three browsers: the Internet Explorer version, Mozilla Firefox 3.5.9, and Safari Version 4.0.5. The system worked smoothly in only two browsers: Safari did not display HTML and the editor toolbar in Moodle (Bob, 2017). This suggests that the Business Studies outline should guide first-year students on using their societal experiences to choose the browsers with which to access Moodle.

Ideological ware Resources

The findings suggest that most students are guided by personal experiences on using ideological resources. Participants P2, P3, and P5 agreed with P1, who stated: *“In Moodle there are no learning theories that are uploaded the lecturer used to tell us if we need more information and knowledge we should go visit library.”* Students are using their personal experiences to understand different methods or theories when on the module. P4 stated: *“They don’t usually upload articles for us no, if we have to do assignment to further your knowledge more you have go in the library to find some Books.”* The student works individually; learning material may be accessed and completed without requiring a lecturer or interaction among students. According to Khoza (2015b), ideological-ware resources (IW) refer to activities that we cannot see and touch in education, such as theories and teaching methods, inter alia. In

addition, (Fomunyan, 2017; Khoza, 2015b) reveal that some lecturers are not paying sufficient attention to ideological resources as key resources in education. They are only using hardware and software resources. Such resources alone cannot totally assist in the application of the curriculum, ignoring ideological-ware resources. Studies further highlight that the curriculum should accommodate many theories and ideological resources that lecturers may wish to use for creating harmonious learning.

However, the Business Studies outline at UKZN (2018, p. 3) mentions ideological resources. Students writing assignments may possibly require additional information: students should be obtaining information from a minimum of two other sources, referencing them accordingly. The module outline also allows students to be driven by their personal experiences through using other sources (ideological ware). The module outline is silent on how students are going to use their personal experiences to access ideological-ware via the Moodle platform when taking Business Studies.

4.2.3 Pedagogical Knowledge (PK)

4.2.3.1 How are you assessed in Business Studies using Moodle?

Theme 3 (Assessment)

In reflective activity all participants experienced that there were no uploaded assessment activities on Moodle, despite having this in the first semester when there was a link to Oxford learning zone given. P2 said: *“through Oxford learning zone link, I did class activity of multiple choice question in first semester but in second semester none.”* All participants agreed with P2. However, during the interview session, P1 said: *“There are no assessments on Moodle we had Oxford learning Zone link during my first Semester.”* P4 added: *“we particular do not have any assessment in Moodle besides assignments as well as test scope if the lecture decide to give us.”* All the other participants were in line with P2 and P4’s experiences on the interview session.

Formative Assessment

The student accounts suggest that there are no assessments uploaded on Moodle for Business Studies, despite the Oxford learning zone link in the first semester. Findings suggest that students in the first semester completed an assessment for learning (formative assessment) which provided immediate feedback to the students. P1, P3, P4, and P5 were in line with P2

who stated: *“through Oxford learning zone link, I did class activity of multiple choice question in first semester but in second semester none.”* Thus, students’ multiple-choice questions were conducted in order to provide immediate feedback (formative assessment) to lecturers to check the progress of learning. The majority of students were guided by personal experiences of Moodle even to utilise the Oxford learning zone link, because they received feedback and corrected mistakes for personal development. Regier (2012) highlights the significance of personal experiences in formative assessments when defined as a continuous plan that uses informal assessment strategies to gather information on student learning. This implies that, since the Oxford learning zone has been utilised for informal assessment for first-year students to learn Business Studies, students have at least been prepared and exposed to formal assessments. In expanding on the above point, Harlen (2006) remarks that the positive and the negative achievements of the student may be recognised and discussed as feedback; and the appropriate next steps may be planned through formative assessment. This is in line with the findings. Students mentioned that the lecturers were giving feedback on activities based on the Oxford learning zone.

Peer Assessment

Students did not respond on peer assessments: they should be guided by their social experiences. Students should use their societal experiences to share business knowledge, values, and beliefs, to learn from one another on the Business Studies module. Harlen (2006) believes that peer assessment intends to help students plan their learning, identifying their strengths, weaknesses, and target areas for remedial actions. This implies that, on peer assessment, students learn through one another. However, both prepare students for formative assessment. In other words, peer assessment through Moodle should be applied for students to learn to share knowledge, values, and beliefs, thus learning from one another. For example, students should use Moodle to share content, such as in discussion forums through which they share content and correct one another’s assignments before submitting such to the lecturer.

Summative Assessment

Students are conducting summative assessment. P1, P2, P3, and P5 had similar experiences as P4 who stated: *“we particular do not have any assessment in Moodle besides assignments as well as test scope if the lecturer decides to give us.”* Students are guided by professional experiences since they were writing assignments using prescribed sources written on the prescribed module outline. Khoza (2015b) views summative assessment as the summary of

formative assessment by which students may be measured through achieving learning objectives. Hoadley and Jansen (2013) concur with Khoza (2015b) that examinations and other assessments are given to students with the purpose of monitoring learning outcomes that must be achieved. Assignments are recorded for passing purposes. Summative assessments should be uploaded on Moodle because they could boost students' performance or year-end marks.

The Business Studies outline at UKZN (2018, p. 2) stipulates the number of assessments that students are required to accomplish at the end of the semester. It states that the final course mark is assessed as coursework which consist of 50% of the total mark. This mark comprises tests, assignments, presentations, and tutorial activities.

Furthermore, the module outline emphasises that all assignments/tasks should be submitted on or before the due date to the school administration assistant. It further elaborates that it is the responsibility of the student to ensure that assignments are signed in and signed out on the register provided. In addition, the final examination contributes 50% to the total marks. The sub-minimum of 40% is required in the final examination to ensure a pass even if the final course mark is above 50%. Additionally, the module outline is silent about the uploaded assessments in Moodle. The module outline is in line with the above students' findings about summative assessment. However, the Business Studies module outline does not guide students on how they should learn Business Studies using Moodle, including formative assessment, peer assessment, and summative assessment.

4.2.3.2 Where do you use Moodle when learning Business Studies?

Theme 4 (Location/Environment)

"I use Moodle at home, and in Campus," said P1. *"I use Moodle in lecture Halls and in residence (Hollywood Court),"* said P2. During reflective activity the participants seemed aware of what location implied.

P1 pointed out: *"During the lecture times the lecture just coming explaining the slides, we are not allowed to use Moodle in lecture halls, and they upload the information after lecture and for something that I have seen it does not work together because some students do not attend at all they simple download slides and go to write test."*

All other participants agreed with P1. *"When they uploaded notes earlier, i used it at campus, unless we use our own data bundles because in out sourced residences Wi-Fi is on and off,"* said P4. All other participants' (P2, P3, and P5) experiences were in line with that of P4 during the interview session of research.

Residences

All students are using personal experiences for Moodle, mostly in their residences because it is where they have sufficient time to use it. During the lecture time they cannot because notes were only available after they had left the lecture hall. P2, P3, P4, and P5 agreed with P1 who offered: *“When they uploaded notes earlier, i used Moodle at campus, unless we use our own data bundles because in out sourced residences Wi-Fi is on and off.”* Students were using personal experiences in residences to view what is uploaded within a specified date on Moodle, relating to what was learned in a lecture hall.

According to Hiltz et al. (2005), e-learning involves the interaction between students and the facilitator, which takes place at any time, and at any place. Teaching and learning may take place in the lecture hall or on the local area network-LAN, using Moodle. Garrison and Vaughan (2008) further define an e-learning environment as a modern online class with elements of practical education. Students were driven by societal experiences when learning Business Studies using Moodle at residences. Students learn with one another to increase their content capacity.

Lecture Hall

Most students are using professional experiences in responding to location which is informed by face-to-face instruction. P1 stated: *“During the lecture times the lecture just coming explaining the slides, we are not allowed to use Moodle in lecture halls, and they upload the information after lecture.”* The research findings indicate that students were following the university prescribed time table to attend traditional classes (lecture hall) in order to receive content. Face-to-face instruction occurs when lecturer and students are in a place dedicated to instruction, with the teaching and learning taking place simultaneously (Jokinen & Mikkonen, 2013). In this interaction, students attend lecture halls, following a time table (Hiltz et al., 2005). Students were guided by professional experiences to follow the module outline time table pertaining to attending in lecture halls.

Campus

The findings suggest that students have not responded particularly well on the campus location. Garrison and Vaughan (2008) define blended learning simply as the thoughtful combination of face-to-face and e-learning experiences. This is where students and lecturer simultaneously use traditional classes featuring the practicals of e-learning. Students complete activities together with the lecturer in LAN using the Moodle platform.

However, the Business Studies module outline at UKZN (2018, p. 2) does not specify the learning environment. It states that attendance at all lectures is compulsory, and punctuality is essential. Furthermore, the module outline does not provide the Moodle platform location. Students are using their personal and professional experiences to follow the time that is stipulated on the Business Studies module outline to attend lecture halls and use Moodle. In literature, step number three of Tyler (2013) declares that the university should plan and organise how to deliver the content, and what kind of project students should participate in; last, how the classroom should be arranged. In the module outline, location should be specified as an important aspect of space with the condition that it allows a process of teaching and learning to take place successfully.

4.2.3.3 Where do you use Moodle when learning Business Studies?

Theme 5 (Location/Environment)

“I use Moodle at home, and in Campus,” said P1. “I use Moodle in lecture Halls and in residence (Hollywood Court),” said P2. During reflective activity the participants seemed aware of what location implied.

P1 pointed out: *“During the lecture times the lecture just coming explaining the slides, we are not allowed to use Moodle in lecture halls, and they upload the information after lecture and for something that i have seen it does not work together because some students do not attend at all they simple download slides and go to write test.”*

All other participants agreed with P1. *“When they uploaded notes earlier, i used it at campus, unless we use our own data bundles because in out sourced residences Wi-Fi is on and off,”* said P4. All other participants’ (P2, P3, and P5) experiences were in line with that of P4 during the interview session of research.

Residences

All students are using personal experiences for Moodle, mostly in their residences because it is where they have sufficient time to use it. During the lecture time they cannot because notes were only available after they had left the lecture hall. P2, P3, P4, and P5 agreed with P1 who offered: *“When they uploaded notes earlier, i used Moodle at campus, unless we use our own data bundles because in out sourced residences Wi-Fi is on and off.”* Students were using personal experiences in residences to view what is uploaded within a specified date on Moodle, relating to what was learned in a lecture hall.

According to Hiltz et al. (2005), e-learning involves the interaction between students and the facilitator, which takes place at any time, and at any place. Teaching and learning may take place in the lecture hall or on the local area network-LAN, using Moodle. Garrison and Vaughan (2008) further define an e-learning environment as a modern online class with elements of practical education. Students were driven by societal experiences when learning Business Studies using Moodle at residences. Students learn with one another to increase their content capacity.

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Most students are using professional experiences in responding to location which is informed by face-to-face instruction. P1 stated: *“During the lecture times the lecture just coming explaining the slides, we are not allowed to use Moodle in lecture halls, and they upload the information after lecture.”* The research findings indicate that students were following the university prescribed time table to attend traditional classes (lecture hall) in order to receive content. Face-to-face instruction occurs when lecturer and students are in a place dedicated to instruction, with the teaching and learning taking place simultaneously (Jokinen & Mikkonen, 2013). In this interaction, students attend lecture halls, following a time table (Hiltz et al., 2005). Students were guided by professional experiences to follow the module outline time table pertaining to attending in lecture halls.

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4.2.3.4 When do you use Moodle when taking Business Studies?

Theme 6 (Time)

"I use Moodle during in my spare time at campus (UKZN Edgewood Campus) and in Hollywood court residence." said P2. *"Anytime if I feel like using it,"* said P5. All participants agreed with these experiences of reflective activity.

In addition, P1 pointed out: *"I use Moodle during spare time, because it is at which i can focus because as this thing of Moodle is new to me."* All the other participants agreed with P5: *"I used Moodle during spare time and after the lecture because during the lecture i have to focus."* All other participants' experiences were in line with P5 during the interview session.

Contact Time

All five students are learning Business Studies using the stipulated contact time, guided by professional experiences. Participants P1, P2, P3, and P4 were aligned with P5 who stated: *"I did not use Moodle during the contact time because during the lecturer i have to focus."* This shows that students followed the written module outline stipulating the number of weeks that should be attended in a module, giving test and examination dates. Findings suggests that contact time was only for students attending the lecture to receive content. Business Studies, as the literature highlights, finds that Hoadley and Jansen (2013) concur with Khoza (2015b) in emphasizing that examinations and other tests are planned as contact times and are given to students in timetable format with the purpose of monitoring learning outcomes that need to be achieved. Students were using professional experiences as they used contact time to pay more attention during lectures.

Spare Time

All five students responded on their societal experiences. They use Moodle during their spare time because they can focus on what is uploaded. Participants P1, P2, P3, and P5 were in line with P4 who stated: *“I used Moodle during my spare time after the lecture.”* The findings on first-year students suggest that they were learning Business Studies using Moodle during their spare time. They were gaining information to use in order to be involved in the given diversity of activities, same-year-level students helping one another with content. Students were using Moodle mostly in their spare time which was guided by their societal experiences as they arrange time with one another to study and share knowledge on certain sections of the module. The literature further states that spare time is used by students on peer-facilitated learning experiences (Mkonto, 2018). The author further makes an example of spare time for peer assessment in a tertiary context. This should involve a diversity of activities, which includes a senior student tutoring a junior student on content. Findings are in line with literature as students were driven by societal experiences to use spare time to take the Business Studies course using Moodle.

Extra Time

No students responded to the question on personal experiences of using extra time to learn Business Studies on Moodle. Extra time should be guided by the personal experiences: the student decides individually to use holidays for studying certain sections of the module, making arrangements for consultation with the lecturer.

The Business Studies module outline at UKZN (2018, p. 1) mentions the contact time allocation. Forty-five minutes is allocated but not specified if for daily or weekly for lecturers to have contact with students. The Business Studies module outline agrees with the students' findings and is mostly driven by professional experiences. Participants responded based on what is written in the module outline. The module outline does not specify consultation times with lecturers if students require further information. The module outline does not specify a time for students to work in groups, using Moodle discussion forums to assist one another with concepts in terms of developing one another on business knowledge. The module outline does not estimate Moodle time allocation (compulsory number of hours) for which students can arrange their own time to conduct module activities.

4.2.3.5 How do you perceive your character when using Moodle?

Theme 7 (Students' role)

'I feel much important and valuable,' said P1. The others agreed with P3: *'I perceive my role as student as a learner.'* Participants were aware of their role as learners during the reflective activity.

During the interview session participants seemed to understand their roles. Participant P1 said: *"I see myself as a learner because while i need to learn i will go to Moodle and if i do not get it much the i go to text book to further more and i see myself as a receiver of information that is uploaded in Moodle and there is no peer assessment."* P3 added: *"student as receiver because i receive notes, we consult the lecture to check the assignment before we submit."* All other participants agreed that they had had similar experiences as P1 and P2. During the interview session all participants knew their role.

Students as Learners

Most students see themselves as learners, driven by personal experiences. P2, P3, P4, and P5 agreed with P1, stating: *"I see myself as a learner because while i need to learn i will go to Moodle and if i do not get it much then i go to text book to further more information."* Students were using personal experiences to play their role as learners, learning both in the lecture hall and then in their spare time. They personally log in to Moodle to find information on summarised PowerPoint notes in order to interpret what they learn during the lecture time.

Khoza (2017) avers that students, if they learn something, usually learn for personal reasons. Students taking Business Studies using Moodle, found that their role as learners was guided by personal experiences. They learn in lecture halls; and for personal reasons they go to Moodle searching for information in order to understand the module.

Student as a Receiver

All five students saw themselves as being receivers of information. P1, P2, P4 and P5 agreed with P3 who stated: *"I see myself as the as receiver because i receive notes, we consult the lecture to check the assignment before we submit."* The above findings suggest that students were guided by professional experiences to learn Business Studies, using Moodle. They received the content that is prescribed by the university curriculum document. This is because they are only dependent on the content stipulated in policy documents.

The literature further indicates that students, as receivers of the content of Business Studies, should not only receive content through summarised PowerPoint notes and textbooks; they should also receive content through relevant Business Studies readings (articles) to further their knowledge (Fomunyan, 2017). According to Khoza (2017), students are receivers of information because they learn content prescribed by the university curriculum document. These findings suggest that students were using professional experience to receive the information that was uploaded on Moodle for the purpose of increasing knowledge capability.

Student as the Assessor

Participants did not clearly respond on their roles as assessors (peer assessment). Participants P1, P2, P3, and P4 agreed with P5, stating that *“There is no peer assessment.”* Students, as the assessors, should be guided by social experiences, learning through one another when sharing Business Studies content. Students indicated that there were no given activities that led them to conduct peer assessment through Moodle. ArchMiller et al. (2017) suggest that it is a student’s role to learn disciplinary content knowledge if they conduct peer assessment or formative assessment. They would then receive feedback on drafts of their work, conducting revision and resubmitting, providing self-reports of learning.

The Business Studies module outline at UKZN (2018) makes no comment about the students’ role on using Moodle. The module outline does not specify the topics and activities for Moodle in order for students to play their role in activities. The findings also suggest that students are vocal on their roles; however, the module outline does not leave room for students to practise their expected roles on the Moodle platform for increasing their learning capacity.

4.2.3.6 Which Moodle learning activities do you use when taking Business Studies?

Theme 8 (Moodle Activities)

In reflective activity, most participants experienced that there were no activities that they were conducting through Moodle. P5 said: *“we did assignments, class activities and submissions of assignments.”* No participants made any comments about Moodle learning activities.

However, during the interview session some participants mentioned their experiences based on Moodle learning activities. P4 said: *“The are no activities on Moodle, it is only the slides unlike Business Studies Module 210 first semester, we had activity but we were not accessing it via Moodle, it was oxford learning Zone they were only asking content which we previously did on the class we just answer them online and send answers to the lecturer and give us score but*

now there is nothing on Moodle.” P2 added: “in the first semester they were activities that designed to ensure that lectures are attended, like multiple choice questions and tutorials, our lectures give us slides and on Monday give us activity” P3, P4, and P5 agreed with P1, saying: “on first semester they gave us the link but not via Moodle.” This may suggest that most participants were transformed during the interview session.

Content-centred Activities

Findings suggest that students taking Business Studies using Moodle are guided by professional experiences. Content-centred activities instruct and expose students to relevant scholars, becoming knowledgeable on the module through Moodle. Participants P1, P3, P4, and P5 agreed with P2. who stated: *“There was no activities it was only the slides unlike Business Studies Module 210 first semester there was an activity but we were not accessing it via Moodle, it was oxford learning Zone they were only asking task which we previously did on the class we just answer them online and send answers to the lecturer and give us scores.”* Students were using professional experiences as they were practising content that they had learnt in a lecture hall through activities uploaded onto Moodle when taking Business Studies in the first semester. The findings also suggest that students, in the second-semester activities on Moodle, were not considered. They revealed that they were given activities through the Oxford learning link.

However, Khoza (2013) declares that students should be given activities in order to achieve learning outcomes, and to probe the module further. Learning activities should be based on formative and summative assessment. The content-centred activity approach is a learning activity through which students receive the content that is prescribed by scholars (Rutland et al., 2010). According to Khoza (2013), content-centred activities take place if the module is driven by objectives, because they may be observed and measured based on what students are expected to know, demonstrate, understand, and be able to do at the end of the lesson from the module outline.

Lecturer-centred activities

Findings suggest that the majority of participants are using their societal experiences based on response. Participants P1, P2, P4, and P5 agreed with P3 who stated: *“In lecture hall our lecturer was used to give us multiple choice questions and tutorials, our lectures give us slides and on Monday give us activity,”* Students were driven by societal experiences as they learn to help one another complete the given multiple-choice questions and tutorials. Lecturers were

more active in teaching students and creating activities that promote students working collaboratively, tolerating one another as they are the future society. Learning cannot be completed without a lecturer. (Khoza, 2013) defines a lecturer-centred activity approach as a teaching activity in which the lecturer is actively involved, while the students are passive recipients of content. According to Khoza (2013), if the lecturers seek an immediate effective approach for presentation they could use the lecturer-centred approach, also known as behaviourism.

Student-centred Activities

Most students in their first semester used their personal experiences and were guided by a student-centred activity approach to use the Oxford link. Participants P1, P2, and P3 concurred with P5, stating: *“on first semester they gave us the link but not via Moodle.”* Students used personal experiences as they were more involved and working at their own pace to find information in unpacking the content using the Oxford learning link. Students used their own personal time to access the link to complete activities. They were driven by personal experience in executing those activities. P4 stipulated: *“There are no activities on Moodle.”* On Moodle, activities were not active, but at least students were able to use their personal experiences when deploying the Oxford learning link.

Rutland et al. (2010) assert that student-centred activity approach occurs when students share the focus on content, and when students are more active, instead of being overwhelmed by instruction. (Khoza, 2013) declares that lecturers, if they seek to contextualise learning activities also use the student-centred approach known as constructivism. Rutland et al. (2010) declare that student-centred activities should help students to take responsibility for the formative assessment activities. This could include presentation as a stepping stone, preparing them for summative assessment. Formative assessment activities should aid students during the learning process to understand what has been learned. Feedback prepares students for summative assessment.

The Business Studies module outline at UKZN (2018) states nothing about the learning activities in Business Studies that first-year students should experience through the Moodle platform. Students were using personal experiences. They were vocal on activities, mentioning that, in the first semester, they completed activities on Moodle. During the second semester, activities on Moodle were not considered: students were only given the option of the Oxford learning link.

4.2.3.7 Are you permitted to use Moodle, and how do you gain access to Moodle when taking Business Studies?

Theme 8 (Grouping/Accessibility)

During the reflective activity, the participants did not mention any information based on the cultural access; however, they understood the physical and financial access. P3 and P5 mentioned something similar about the physical access category. P1 said: *“I sign in on Moodle with my details in a Computer LAN or using Laptop.”* P2 and P4 use laptop and cellphone in order to access Moodle.

During the interview session participants seemed to better understand all categories. P1 revealed: *“In the campus there are no cost implications I have my laptop and Wi-Fi is available. The problem is that some of us are staying in out sourced residences at which I am staying there are cost complication because there is no Wi-Fi so I need to use my phone cell phone data”*. P2, P3, P4 and P5’s experiences concurred with those of P1. Furthermore, P4 stated: *“The issue of Cultural influence is in South Africa we are rainbow nation and in UKZN they accommodate all of us, but there are people who have advantage and disadvantaged so by having that computer course it helping first-year students because we are living in a changing generation we using more Technology so by us using Moodle it is helping us if we face situation by we must using Moodle at schools we will have advantage on how to use it.”*

Financial Accessibility

The findings suggest that in financial grouping, the majority of students are driven by personal experiences when it comes to financial accessibility. P2 stated: *“In the campus there are no cost implications I have my laptop and Wi-Fi is available. The problem is that some of us are staying in out sourced residences at which I am staying there are cost complication because there is no Wi-Fi so I need to use my phone cell phone data.”* Students therefore use their personal experiences to acquire data bundles to access Moodle as they reside in outsourced residences with Wi-Fi challenges. For financial accessibility, students use their personal experiences to learn from their own experiences to use Moodle. Some students come from well-resourced schools; however, some students receive financial aid because families are not in a position to pay tuition fees.

Some students are self-payers because families are in a position to pay tuition fees (Mtshali, 2015). Some students residing in outsourced residences have the problem of buying data bundles in order to access Moodle, owing to their family backgrounds. The Business Studies outline at UKZN (2018) does not highlight financial accessibility of students taking a module, using Moodle. First-year students that take Business Studies use their personal experiences in order to access Moodle. However, some students have financial accessibility (Wi-Fi) issues in their residences.

Cultural Accessibility

All five students are driven by social experiences, students coming from different cultures to share content socially. Participant P4 stated: *“The issue of Cultural influence is in South Africa we are rainbow nation and in UKZN they accommodate all of us.”* Sosibo and Katiya (2015) suggest that, in cultural grouping, students mostly group themselves based on their culture when collaborating and sharing same interests. If students are driven by societal experiences, they are expected to conduct work in groups and share content, despite cultural differences. The Business Studies module outline (UKZN, 2018) is silent on accommodating students’ cultural accessibility, even when using Moodle. The results suggest that students were using their societal experiences to unite to share the content.

Physical Accessibility

On physical accessibility, students are driven by professional experiences. One out of the five students made no remarks about physical accessibility. P3 stated: *“The problem is that some of us are staying in out sourced residences.”* For physical accessibility, students group themselves according to a particular location/environment, based on the subjects that they take, in order to conduct activities (Hoover, 2014). Students were driven by physical accessibility: groups of males and females utilised professional experiences, grouping themselves according to their interest in content within the same area (the campus/residences).

The Business Studies module outline at UKZN (2018) does not accord with the findings: it does not specify the activities for which students should physically group themselves through Moodle when conducting activities guided by professionally written statements. Students were guided by societal and personal experiences to share content in groups. In addition, the module outline is silent on physical accessibility, hence the findings show clearly that students used their personal and societal experiences. However, the module outline does not mention anything about the Moodle platform.

4.2.3.8 Why do you use Moodle when taking Business Studies? /Why do you have an interest in the use of Moodle?

Theme 9: Rationale

In reflective activity of experiences, participants mentioned the curricular spider-web questions which required establishing the rationale behind learning of Business Studies using Moodle. Participants mostly mentioned their experiences wholly based on one or two elements of the three experience categories. Furthermore, P1, P2, P3, P4, and P5 outlined that, during their learning of Business Studies through Moodle they were able to download the summary of notes in order to use them, making work easier (personal rationale). For instance, P1 said: *“I used Moodle to learn my Module because that at which everything has been uploaded.”*

During the interview session participants were more aware of all the three experiences rationale categories as seen from participant P1, who said: *“the reason that motivated me to use Moodle is that they upload things that you should focus on rather than using the book only and 99% of all students are using Moodle and even me I can see some other students that motivate me to go and login and download what I want and I expected that when I go to the university I need to buy a lot of books. So during the orientation day they mentioned that they introduced the online learning system based on the university they using it to communicate with the students.”*

In addition, P5 stated: *“I want to be Business wise and to be able to start my own Business and get financial advice, in my community most of the people they think that if you want to have money you have to work in order to start your own Business, the thing is i want to instill that if you want to be something work on it start your own thing start your own Business and there are articles that I have been read at which by there are some people that are explaining their self on how they started their own Business and how they began to be entrepreneurs like for example Mr Motsepe is the who motivated me to do Business Studies.”*

Personal Rationale

Furthermore, P4 stated: *“The only reason i access Moodle is to get notes only and reason why i studied Business Studies i want to further my knowledge on Business management course because there is a high rate of level of unemployment rate of youth in South Africa so i saw a need if i can study Business Management as a teacher i can do something to change this children who are young, so even if they cannot be employed they can start their own Business*

and employ their own people and the only reason that persuaded to want to study more about this Module is that, i want to know more about the Business and i want to be able to have that knowledge to give back to my community because i cannot only tell you that you have to study Business and stuff and stuff but i have to tell you that this are the things you must not do if you want to be a better person in Business and i just want to have more knowledge on the issues of Business.” The experiences of P3 and P2 were in line with those of P1, P4, and P5.

All five students mentioned their personal rationale of studying Business Studies using Moodle. The findings suggest the personal rationale of first-year students in taking Business Studies using Moodle was to further their knowledge. Students used Moodle because they have a passion for receiving and reading the summarised PowerPoint notes electronically. Most students are drawing mainly from personal experience since they are driven by interest in the use of Moodle. Students wish to address their needs; for instance, all other participants agreed with P5’s assertion: *“I want to be Business wise and to be able to start my own Business and get financial advice...”* Furthermore, these studies (Aizawa, 2005; Gwynn, 2017; Taylor, 2015) discovered that personal rationale plays a major role for students who wish to attain the achieved curriculum. These studies further support the findings that the personal rationale aids students on the reasons for any curriculum implementation at the university. Personal rationale is important for students.

This factor could lead students to understand their personal experience of taking Business Studies using Moodle. Weil et al. (2002) assert that personal experiences are referred to as self-paced e-learning experiences which do not require interfacing between a lecturer and a student. In other words, modules are set up either online or through a software programme; and the students use their own time according to their own needs. They can then interact with the material at their own rate to learn and acquire new knowledge using their own personal experiences. However, Business Studies outline UKZN (2018) is silent when it comes to a personal rationale that enlightens and guides students on why they should use Moodle when taking Business Studies.

Societal Rationale

The majority of students mentioned their societal rationale of learning Business Studies. Students are studying Business Studies because they wish to contribute to teaching learners of their social group per enhanced knowledge of Business Studies. The majority of participants P1, P3, and P5, were in line with P4, who stated: *"...I can do something to change these children who are young, so even if they cannot be employed they can start their own Business and employ their own people."* P2 also stated: *"I can contribute to them by starting Business and provide bursaries because the Business that are operating around my community they don't do such a thing like giving scholarship."* Some students train to teach the Business Studies curriculum because they wish to assist learners by giving back to their communities. Students also draw much from societal experience, being willing to help members of their community (social needs).

The literature mentions that social rationale sets society at the centre of the learning environment (Mdunge, 2012). The university should be aware that students come from a range of social groupings, therefore the curriculum should accommodate all diversities (Thijs & van den Akker, 2009). In this rationale, students should use Moodle to communicate with one another through threaded forum discussions, which encourage peer interaction, gaining guidance from the lecturer on the module, when necessary. Furthermore, in the context of this study, the students' societal rationale is informed by social experience which is about facilitated e-learning (Moodle). This is common in academic settings and involves a group of students sharing their ideas (Schauer & Spellman, 2017; Weill et al., 2015).

Through discussion forums, students should learn to be accountable, engaging with one another in order to bring value to the module, meeting various learning objectives. Through social experience, therefore, the interactive component of facilitated e-learning, students can positively judge for themselves whether they are grasping the content.

However, the Business Studies outline UKZN (2018) does not state the societal rationale for first-year students having to learn Business Studies using Moodle. The module outline does not leave an open space for discussion forums, so that students may use their societal experience to share ideas with their peers.

Professional Rationale

The findings suggest that the majority of students are guided by professional experiences in learning Business Studies using Moodle. Students mentioned that they use articles, books, and slides off the Moodle learning site when taking Business Studies, seeking further knowledge on business matters. They also use Moodle because it saves money. There is no need for them to buy textbooks when they can use electronic copies. Participants P1, P3, and P4 agreed with P5 who stated: *“On Moodle there are articles that i have been reading at which by there are some people that are explaining their self on how they started their own Business and how they began to be entrepreneurs like for example Mr Motsepe is the who motivated me to do Business Studies.”* P2 continued: *“In Moodle I gain information that guide me to learn better and receiving module outline.”*

These findings suggest that students are driven by professional experiences of developing knowledge through reading the strategies of starting businesses, referring to local and internationally successful business entrepreneurs. Furthermore, in literature, Khoza (2013) stipulates that students need to know the professional rationale in order to learn content according to the curriculum aims and development level. Curriculum implementers who are lecturing Business Studies content (implemented curriculum) should be trained and qualified to lecture the module using Moodle, in order to impart relevant knowledge to students, attaining the curriculum’s stated objectives. In the context of this study professional rationale should be guided by professional experiences. Roth and Jornet (2014) view professional experience, as a category that leads one to see and analyse classroom events in ways that differ from current practices in the field. Professional experience should lead first-year students to analyse and determine the value of the use of Moodle when taking Business Studies through their current practice.

The Business Studies module outline at UKZN (2018) describes the professional rationale of the module, informing students of the module. It consists of learning outcomes, the content to be covered over the semester, stipulated assessments with mark allocation, time allocation for the module, and the prescribed textbooks for the module. However, the document is silent on the use of Moodle. The Business Studies outline does not specify how it collaborates with Moodle. Although the module is mentioned, it does not give students the prescribed instructions for following programmes available on Moodle. This would assist to broaden the prescribed content and the professional experiences of the students

4.2.3.9 How do you ensure justice when taking a Business Studies module using Moodle?

Theme 10 (Goals)

Most of the experiences of participants in reflective activity were on the objective category; few were on the aims category; and were not mentioned on the learning outcomes category. P1, P3, P4 and P5 were lost on objectives. P2 indicated: *“is to have a clearly understanding of the module and to gain knowledge and skills for Business Studies.”* P1, P3, P4, and P5 believed that to achieve goals meant *“Going to the lecture using consultation times.”*

However, during the interview session, students showed a slight improvement. P3 said: *“Is to do my part and my work, the objectives about this Module is make me some day to start my own Business, the university intentions is to help us in advance like you attend lecture then if i do not understand then they upload notes to through Moodle then remind myself.”* and P4 pointed out: *“the only objective is from using Moodle in Business Studies it because i want to gain more knowledge you see we have Books in Moodle site they summarise and the university intentions are to trying to eliminate paper work.”* Participants P1, P2, and P5 had similar experiences; however, some participants found it difficult to differentiate between aims, objectives, and learning outcomes.

Aims

All five students served their goal through Moodle, guided by personal experiences. They grasp their aim of learning Business Studies using Moodle. P1, P2, P4, and P5 were in line with P3 who stated: *“The aim of using Moodle is to do my part and my work, this Module is make me some day to start my own Business.”* Students were driven by personal experiences to take Business Studies through Moodle, since they were drawing mainly from aims in order to gain knowledge of starting their own business in the future. The literature relevant to this study highlights that aims are what students wish to achieve in the long run, to complete the course in four years. Findings reveal that students’ idea of using Moodle is to adopt the university intention style, the institution trying to eliminate paperwork. Moskowitz and Grant (2009) aver that a goal is a preferred result that a person commits to achieving. The literature clarifies the difference between these two concepts: aims are long-term goals, while objectives are short-term goals, both indicating teaching intentions (Khoza, 2015b). However, the Business Studies module outline at UKZN (2018) makes no statement on Business Studies’ long-term goals in the learning of Business Studies. Students were driven by their personal experiences to identify their aims of learning Business Studies using Moodle.

Objectives

All five students stated their objectives of taking the module using Moodle. Participants P1, P2, P3, and P4 agreed with P5 who remarked: *“The only objective is from using Moodle in Business Studies it because i want to gain more knowledge you see we have Books in Moodle site they summarise.”* Furthermore, Kennedy et al. (2009) state that objectives should give more specific information on what the teaching of the module hopes to achieve. Unlike aims for which the statement is broad, objectives break aims into simpler, more achievable goals. Objectives are referred to as specific statements of teaching intentions (Kennedy et al., 2009). However, the Business Studies module outline at UKZN (2018) does not outline the objectives that students should achieve at the end of the lesson. The findings revealed that students used their professional experiences to express their desired objectives of taking Business Studies using Moodle. However, the Business Studies module outline is silent on the objectives that should be achievable when students use Moodle.

Learning Outcomes

The findings suggest that there were no students who related their experiences to learning outcomes. Students are not familiar with their module outline which states that learning outcomes should be influenced by societal experiences: what is learnt by students should be applied to and in line with the community context. Khoza (2015b) suggests that learning outcomes are what students should achieve at the end of lesson, demonstrating their achievement. Furthermore (Berkvens et al., 2014; Khoza, 2013, 2016b), suggest that learning outcomes are based on students’ intentions, in order to gain students’ perspectives as per the intended curriculum (module outline).

Learning outcomes appear in the Business Studies module outline at UKZN (2018, p. 1) which states that students should be able to understand the role of business organisations in society, applying their knowledge and skills of entrepreneurship, understanding the concept of entrepreneurship, understanding the reasons for becoming entrepreneurs nationally and internationally, distinguishing between the various forms of ownership in terms of their advantages and disadvantages, developing a business plan for a new venture, the interaction between society and the organisations as a social process. The findings suggest that students did not understand the meaning of learning outcomes using Moodle. Students are driven more by societal experiences in achieving the Business Studies learning outcomes.

4.2.11 Conclusion

In conclusion, this chapter concentrated on the findings and discussions from the data generation. The generated data was established from the themes of the curricular spider-web. The data were collected, discussed and transcribed. The generated data combined the ten components of the curricular spider-web and each feature is as strong as its weakest point. All concepts of the curricular spider-web work hand in hand in order to accomplish a positively achieved curriculum. The relations between each component affect the other. Any small fall in one component disturbs other components. Each concept should be given equal attention in order to ensure effective learning. The findings indicated that gaps in the components of learners' activities are not given enough attention. The following chapter will cover the main conclusions and recommendations.

Chapter 5

Summary of Findings and Conclusions

5.1 Introduction

Chapter Four covered findings and discussions that developed from themes of the curricular spider-web. The generated data will assist in developing the summary, conclusion, and recommendations. Chapter Five will cover the summary, conclusions and recommendations, as detailed below. The following recommendations result from the findings completed in previous chapters.

5.2 Summary of chapters

5.2.1 Chapter One (Introductory chapter)

Chapter One provides the rationale behind the study. The study concentrated mainly on Business Studies learning and first-year students' experiences on the use of Moodle. The study focused on the experiences of first-year students who take Business Studies via Moodle at a South African university. This chapter discusses the focus and the purpose of the study, objectives, research questions, literature review, research design methodology, data analysis, trustworthiness, ethical issues, and limitations of the study.

5.2.2 Chapter Two (Literature review and conceptual framework)

Chapter Two discussed the literature review, focusing on Business Studies on the use of Moodle within the related literature. It began with defining the curriculum, curriculum representations, and competence curriculum versus performance curriculum. The curricular spider-web and its concepts as the conceptual framework were discussed. The literature was driven by the ten concepts of the curricular spider-web which include: rationale, goals, location/environment, time, accessibility/grouping, resources, learner's role, activities, and assessment. The literature outlined ways in which each component is important in the learning of the Business Studies curriculum.

5.2.2 Chapter Three (Research Design and Methodology)

Chapter Three delineated the research design and methodology. This study falls under an interpretive paradigm and it is framed under a qualitative methodology. The case study as the research style was used at the South African university. Three data-generation methods were adopted in this study: reflective activity, one-on-one semi-structured interviews, and document analysis. Five participants (first-year students) were used in the study. Guided analysis was utilised to analyse data, and trustworthiness was improved through dependability, credibility, confirmability, and transferability. Convenience sampling and purposive sampling was adopted in this study. Ethical issues and limitations of study were also discussed.

5.2.3 Chapter Four (Findings and Discussions)

This chapter offered the findings and discussions from the generated data. The findings were determined by the themes of the curricular spider-web. Guided analysis was utilised to analyse the themes of the curricular spider-web. The ten concepts were argued in order to explore the experiences of first-year students taking Business Studies, on their using Moodle.

5.2.4 Conclusion

The conclusion was drawn from the findings by following the concepts of the curricular spider-web. The concepts are in line with the experiences of first-year students taking Business Studies using Moodle at a South African university.

5.3 Summary of findings

5.3.1 Content Knowledge (PK)

5.3.1.1 Content

The findings revealed that students, when they learn Business Studies using Moodle, draw much from micro environment and macro environment content. They showed that they are exposed to choosing the best kind of business; and they know how to create the vision and mission of the business that they could start personally. Students also showed that they are exposed to various political disadvantages and legal agencies, as all business operates under the specific written law and follows certain Acts. These findings also indicate that students lack marketing environment content. They were not aware of such. A marketing environment is important for displaying advertising ideas by which businesses sell products to society.

Marketing ideas could help students to acquire useful knowledge in order to maintain the society needs. On content, students drew mostly from micro and macro environments when they take Business Studies using Moodle. Students were mostly driven by personal and professional experiences when taking Business Studies, but seemingly, they were lacking societal experiences.

The literature outlines that students taking Business Studies using Moodle should have content knowledge which is a form of information and knowledge that lecturers impart and that students have to learn (Magnusson et al., 1999). On the Business Studies module, content is divided into three sections: micro environment, market environment, and macro environment (Mtshali, 2015). According to Craig and Campbell (2012) micro environment describes business purposes such as the organisational vision, mission statement, goals and objectives, strategy and structures of management and employees (business plan). The marketing environment consists of the actors and forces outside of the business that affect marketing management's ability to build and maintain successful relationships with target customers in society (Kotler & Gertner, 2002). Furthermore, Craig and Campbell (2012) assert that a macro environment constitutes those outside forces not under the control of the business, but having a powerful impact on the business functioning, for instance, political and legal agencies. On content, the literature favoured the three propositions. On other hand, the findings revealed that students were articulate, drawing mainly from micro and macro environments when they learn business using Moodle.

However, the Business Studies module outline at UKZN (2018, pp. 1-2) concurs with the literature, outlining the prescribed content to be covered in the semester, including micro, macro, and marketing environments. This suggests that Business Studies is in line with the curriculum. Pinar (2012) defines the implemented curriculum as the curriculum that exposes students' historical nature of their lived experiences, known as an experienced curriculum. On other hand, the module outline does not explain how students are going to professionally experience the uploaded content in Moodle when taking Business Studies. In other words, the curriculum in Moodle is not in line with literature according to step number three of Tyler (2013) that declares that the university should organise and plan how would deliver the content and what kind of project should students participate in; last, how classroom should be arranged.

5.3.2 Technological Knowledge (TK)

5.3.2.1 Resources

The findings revealed that, if students learn Business Studies using Moodle they are drawing mainly from hardware resources and software resources. Students responded that they usually use Google Chrome, PowerPoint, laptops, cellphones, and books in the library, these having been provided by the university, to open activities, and unpack and share the prescribed content on Moodle. The findings have also indicated that ideological-ware resources are lacking on Moodle. Students stated that there were no theories uploaded. Students were mostly driven by hardware and software resources when taking Business Studies using Moodle. Students were driven by societal experiences and professional experiences, but not ideological-ware resources (theories). Such were not uploaded, and therefore students were missing personal experiences. These findings provide answers to the second key research question: What skills may be drawn from the experiences of first-year students on the use of Moodle in taking Business Studies at a South African university? The objective is to explain skills that may be drawn from the experiences of first-year students on the use of Moodle when taking Business Studies at a South African university.

According to the findings in literature, on the Business Studies module, hardware and software resources seem to be most used (Khoza, 2017). Studies reveal that some lecturers are not paying sufficient attention to ideological-ware resources as key resources in education. They are only use the hardware and software resources (Fomunyam, 2017; Khoza, 2015b). The literature is in line with the research findings when it comes to dominant resources that drive the learning of the Business Studies module using Moodle, such as hardware and software resources. The module outline document only favours certain resources such as hardware resources that drive students on the use of Moodle. It is outlined in the literature that, when students are taking Business Studies using Moodle, these are mostly drawn from hardware resources, therefore driven by professional experiences.

The Business Studies module outline at UKZN (2018, p. 2) is in line with the literature and findings. It stipulates the prescribed hardware resources that students should use to learn Business Studies which is the Introduction to Business Management 10th edition text book.

The module outline does not mention the software resources that students should use to access Moodle when on a Business Studies course. The module outline is therefore not aligned with the literature and findings. The literature highlights that the Moodle system was evaluated

using MacBook Pro, with three browsers: the Internet Explorer version, Mozilla Firefox 3.5.9, and Safari Version 4.0.5. The system worked smoothly on two browsers. Safari did not display HTML and the editor toolbar in Moodle (Bob, 2017). However, the module outline does not comment on ideological resources for Moodle. The literature mentions the ideological resources: if students are writing assignments they may possibly require additional information. Students should be obtaining information from a minimum of any other two sources, referencing them accordingly.

5.3.3 Pedagogical Knowledge (PK)

5.3.3.1 Assessment

The findings revealed that, when students are learning Business Studies using Moodle, they are drawing mainly from summative assessments, because in most cases they mentioned that they not been given particular assessments through Moodle, beside the test scope, if the lecturer decided to give that. Furthermore, the findings also revealed that formative assessments and peer assessments were lacking. Students should work in groups to share content using discussion forums to mark each other's assignments before final submissions. In other words, students were drawing mostly from summative assessments when they learn Business Studies using Moodle. Thus, students were driven by professional experiences but seemingly formative assessments and peer assessments were lacking; and therefore, personal and societal experiences were missing.

Assessment may also be thought of as the bridge between teaching and learning that provides feedback on what students wish to know in the process of teaching and learning (Black & Wiliam, 2009). With reference to this, the literature indicates three types of assessment that any first year Business Studies students should be aware of including assessment for learning (formative), assessment of learning (summative), and assessment as learning (peer assessment) (Khoza, 2015b). The literature indicates formative assessments as a continuous plan that uses informal assessment strategies to gather information on student learning. Peer assessment is a formative view that is intendeds to help other students to plan their learning, identifying their strengths, and weaknesses, and targeting areas for remedial action. In addition, summative assessment is taken as the summary of formative assessment; so that students may be measured on their achieved learning objectives (Khoza, 2015b). However, the literature is not in line, as findings revealed that, when students are learning Business Studies using Moodle, they are

drawing mainly from summative assessments, while formative assessments and peer assessments were lacking.

The Business Studies outline UKZN (2018, p. 2) stipulates the number of assessments that students are required to accomplish by the end of the semester. It states that the final course mark is assessed as coursework which consists of 50% of the total mark; and this mark will comprise tests, assignments, presentations, and tutorial activities. Furthermore, the module outline emphasizes that all assignments/tasks should be submitted on or before the due date to the school administration assistant. It further elaborates that it is the responsibility of the student to ensure that assignments are signed in and signed out on the register provided. In addition, the final examination contributes 50% to the total mark. A sub-minimum mark of 40% is required in the final examination to ensure a pass even if the final course mark is above 50%. Additionally, the module outline is silent about the uploaded assessments in Moodle. The Module outline is in line with the findings on summative assessment. However, the Business Studies module outline does not guide students on how they should learn Business Studies using Moodle, including formative assessment, peer assessment, and summative assessment.

5.3.3.2 Location/environment

The findings revealed that students are drawing mostly from the lecture hall and residence location when they learn Business Studies using Moodle. Students mentioned that, in most cases, if notes were uploaded earlier they used them in the campus and in residences. Furthermore, students also used face-to-face instruction at which the lecturer and students are in one place together for dedicated instruction at the same time. In other words, students were drawing on personal and professional experiences when they learn Business Studies using Moodle.

The literature reveals that location plays a vital role in the learning process, for instance, location should be in a space with a condition that allows a process of teaching and learning to take place successfully. Location has two components: face-to-face instruction, and e-learning (Garrison & Vaughan, 2008). On face-to-face instruction, this occurs when the lecturer and the students are in a place dedicated to instruction and the teaching and learning take place at the same time (Jokinen & Mikkonen, 2013). According to Hiltz et al. (2005) e-learning involves the interaction between students and the facilitator which takes place at a specified time, although the students and lecturer are in different places. However, the literature is in line

with research findings as students were drawing mainly from their experiences on lecture halls and residence locations when they learn Business Studies using Moodle.

The Business Studies module outline UKZN (2018, p. 2) does not specify the learning environment, for example, it states that attendance at all lectures is compulsory and punctuality is essential. Furthermore, the module outline offers nothing about the Moodle platform environment. Students are using their personal and professional experiences to follow the time that is stipulated on the Business Studies module outline to attend in lecture halls and to use Moodle. In literature, step number three of Tyler (2013) declares that the university should organise and plan how they would deliver the content and what kind of project students should participate in; last, how the classroom should be arranged. The module outline should indicate the Moodle environment as an important learning space with the condition that it allows a process of teaching and learning to take place successfully.

5.3.3.3 Time

The findings revealed that students draw from contact-time and spare-time when they take Business Studies using Moodle. In most cases, they were used to following the time table to attend the module in the lecture hall and after hours sometimes meeting to share content, logging in to Moodle to download the summarised PowerPoint notes. The findings also revealed that extra time was lacking in using Moodle. In other words, students were drawing mainly from contact-time and spare-time to learn Business Studies using Moodle. Thus, students are driven by professional and societal experiences but seemingly extra time was lacking, therefore students were missing personal experiences.

The literature reveals that location plays a vital role in the learning process, for instance, during curriculum time answers the question of when one is learning. Based on the difference of first-year experiences of learning Business Studies using Moodle, the literature proposes learning time: spare time (free period time), contact time (specified lecture period on a time table) and extra time (holidays) (Thijs & van den Akker, 2009). Mkonto (2018) made an example of spare time in peer assessment in a tertiary context at which it may involve a diversity of activities, which range from a senior student tutoring a junior student to same-year-level students helping one another with subject content. Furthermore, Khoza (2015b) looks at the contact time to do summative assessment as the summary of formative assessment, so that students may be measured on achieving their learning objectives. The literature revealed that contact time is the

opportunity to do summative assessment. It contains all major of forms of assessment, because assessment marks and certificates are conducted through it. In addition, the literature is in line with the findings which revealed that students were drawing mainly from contact-time and spare-time when they learn Business Studies using Moodle; and extra time was lacking.

However, the Business Studies module outline UKZN (2018, p. 1) mentions the time allocation which is 45 minutes but not specified that is for daily or weekly and which is allocated for lecturers' contact with students. This suggests that the Business Studies module outline is in line with the students' findings as they were mostly driven by professional experiences. Students responded based on what is written on the module outline. The module outline does not specify consultation times with lecturers if students wish for further information. The module outline does not specify times at which students could work in groups and use Moodle discussion forums to assist one another with concepts, developing one another on Business Knowledge. In addition, the module outline does not estimate Moodle time allocation (compulsory number of hours) for students to arrange their own time for conducting module activities.

5.3.3.4 Students' role

The findings revealed that students are mostly drawing their role as a learner and as a receiver when they learn Business Studies using Moodle. They learn in the lecture hall and receive the summarised PowerPoint notes on Moodle. The findings also revealed that a student as an assessor was lacking; which means that they were not given a chance to practice on doing activities that would lead them to assess and criticise each other's work through the Moodle forum. In other words, students were mostly drawing their role as learners and receivers when they learn Business Studies using Moodle. Thus, students were driven by personal and professional experiences, but seemingly students as assessors were lacking; and therefore, societal experiences were missing.

The literature proposes that there are three roles of a student during the learning process. The first role is student as a (learner) as they learn in lecture halls and further their knowledge through textbooks and using PowerPoint notes. The second role is student as a (receiver of information) as they learn the content that is prescribed by the university curriculum document; and the last is student as an assessor (peer assessment) at which they learn through each other and by sharing the content (Thijs & van den Akker, 2009). In addition, ArchMiller et al. (2017) highlighted that students learn disciplinary content knowledge if they conduct peer assessment

or formative assessment, at which they receive feedback on drafts of their work, conduct revision and resubmit, and also conduct self-reports of their learning. However, the literature indicates that, in most cases, students adopt all three roles. Nonetheless, the findings are not in line with literature, as students were drawing mostly from their role as a learner and as a receiver when they learn Business Studies using Moodle and student as an assessor was lacking. However, the Business Studies module outline UKZN (2018) offers no comment about the students' role when they learn Business Studies using Moodle. The literature highlights that the module outline should specify Moodle activities for which students would be given room to play their real roles for increasing learning capacity.

5.3.3.5 Learning activities

The findings have revealed that on activities, students, when they take Business Studies using Moodle, draw mostly from lecturer-centred activities and student-centred activities. Lecturers provided activities with multiple-choice questions and tutorials to conduct in lecture halls. Students had been given activities, but through the Oxford learning link on which they worked at their own pace to unpack the content. The findings also revealed that content-centred activities through Moodle were lacking. Students only received the link in the first semester. Students were therefore not exposed to other relevant scholars. Students taking Business Studies using Moodle were mostly drawing from lecturer-centred and student-centred activities. Students drew from personal and societal experiences when taking Business Studies, seemingly lacking content-centred activities to learn Business Studies. Therefore, students were missing professional experiences of taking Business Studies using Moodle.

Literature outlines that all the activities are conducted to inform students on their progress, checking whether they have achieved learning outcomes (Khoza, 2013). According to Khoza (2016a), these three approaches (lecturer-centred, student-centred and content-centred) to learning should be used to add to their strengths. The literature suggests that activities should not be used separately. Furthermore, the content-centred activity approach is a learning activity through which students receive the content that is prescribed by scholars (Rutland et al., 2010). According to Khoza (2013), content-centred activities take place if the module is driven by objectives. Such may be observed and measured based on what students are expected to know, demonstrate, understand, and be able to do at the end of the lesson from the module outline. Khoza (2013) defines a lecturer-centred activity approach as a teaching activity in which the lecturer is actively involved, while the students are passive recipients of content. Rutland et

al. (2010) assert that the student-centred activity approach comes about when students share the focus of content, and students are more active, instead of being passively instructed. The findings revealed that, when students learn Business Studies using Moodle, they are mostly drawing mainly from lecturer-centred activities and student-centred activities. The findings also revealed that content-centred activities were lacking. The Business Studies module outline UKZN (2018) is silent about the learning activities in Business Studies that first-year students should experience through the Moodle platform. The module outline is not in line with the literature. The literature highlights that the module outline should specify Moodle activities at which students would play their real roles for increasing learning capacity.

5.3.3.5 Accessibility/Grouping

The findings revealed that students, when taking a Business Studies module using Moodle, draw much from cultural and financial accessibility. Students who reside in outsourced residences used their own data bundles in order to access Moodle, learning from one another to use Moodle. Other students come from well-resourced schools, uniting in order to share the content. The findings also reveal that physical accessibility was lacking when it comes to conducting activities. Some students live in outsourced residences, which means professional experiences were missing. Students were therefore mostly driven by personal and societal experiences when taking Business Studies using Moodle.

The reviewed literature suggests that students should be driven by the three propositions of accessibility: financial, cultural, and physical accessibility. According to Sosibo and Katiya (2015) in cultural accessibility, students conduct their activities together, despite their cultural differences. In physical accessibility, students conduct activities together, using same location (Hoover, 2014). In financial accessibility, some university students receive financial aid because their families are not in a position to pay for tuition. There are also students who are self-payers because families are in a position to pay tuition fees (Mtshali, 2015). Students are not the same in terms of financial position, for example when buying data bundles to access Moodle. Most students live in outsourced residences with Wi-Fi challenges.

In addition, the literature is not in line with the findings. Students were mostly drawing from and vocal about personal and societal experiences. However, the Business Studies module outline at UKZN (2018) does not highlight the financial and cultural accessibility of students taking a module using Moodle. This shows that the Business Studies module outline is not in line with findings. It does not mention and specify the activities for which students should

physically group themselves through Moodle, when they conduct activities guided by professionally written statements. Students were guided by societal and personal experiences to share content in groups. In addition, the module outline makes no mention of physical accessibility. The findings show clearly that students used their personal and societal experiences, in terms of groups; and some students live in outsourced residences with Wi-Fi challenges.

5.3.3.6 Rationale

The findings suggest that students responded to all propositions of rationales when on the Business Studies module. These are personal, societal, and professional rationales. Students are guided by a personal rationale which is referred to as personal experiences as they wish to further their knowledge. Students used Moodle to satisfy their passion for receiving and reading the summarised PowerPoint notes. Students are also driven by the societal rationale to learn Business Studies. This is referred to as societal experiences. Students are studying Business Studies because they wish to contribute to the teaching of learners in society using their extensive knowledge of Business Studies. Some students train to teach the Business Studies curriculum because they wish to assist learners by giving back to their communities. Students also draw much from societal experience since they are willing to help members of their community (social need). Students are also driven by a professional rationale to learn Business Studies. This is referred to as professional experiences. Students use articles, books and slides taken from the Moodle learning site to learn Business Studies; they wish to have more knowledge on business matters. Students use Moodle because it saves money: there is no need for them to buy textbooks when they can use electronic copies.

Findings suggest that students are much driven by the personal and professional rationales in the taking of Business Studies using Moodle. Students were mostly informed by personal and professional experience. They use articles, and summarised slides on Moodle, and they are passionate about learning Business Studies using Moodle. In terms of a societal rationale, students indicated the lack of time and platforms on which to share ideas on Moodle, Students spoke only of societal needs. Societal learning was lacking for students to practise it when taking Business Studies using Moodle. These research findings provide answers to the first research question: What are experiences of first-year students on the use of Moodle when taking Business Studies at a South African university? The objective is to explore the experiences of first-year students on the use of Moodle when taking Business Studies at a South African university.

The reviewed literature favoured all three propositions of the rationale. It outlined that students' experiences of learning Business Studies using Moodle should be based on three propositions: personal rationale, social rationale, and professional rationale (Weill et al., 2015). Such experiences enable students to understand their reasons for taking Business Studies using Moodle. They do so to construct their ideas and share their knowledge, using such features as discussion forums to conduct peer assessments. Findings are not in line with the reviewed literature. Findings revealed that students were very vocal on the personal and professional rationales for taking Business Studies using Moodle.

In addition to the above, the Business Studies module outline at UKZN (2018) is not in line with literature. It makes no contribution to personal rationale that enlightens and guides student on reasons for using Moodle to learn Business Studies. Furthermore, the module outline does not state the societal rationale for first-year students to have to learn Business Studies using Moodle for sharing ideas. Students have to think for themselves why they specifically use this platform to take the module. The module outline does not provide a space for a discussion forum so that students may use their societal experience to share their own ideas with their peers.

However, the Business Studies module outline at UKZN (2018) enlightens the professional rationale of the module. It informs students about the module and it consists of learning outcomes, the content to be covered in the semester, stipulated assessments with mark allocation, time allocation for the module, and the prescribed textbooks for the module. It does not give any information on the use of Moodle. The Business Studies module outline does not specify how it collaborates with Moodle. It briefs about the module but does not give students instructions on how to use the programmes and features that are available on Moodle, stating ways in which this would assist to broaden prescribed content and students' professional experiences.

5.3.3.7 Goals

The findings revealed that students, when they learn Business Studies using Moodle, draw much from aims and objectives. They mentioned that they wish to gain knowledge of starting their own businesses in the future. Students use Moodle to adopt the university attempt to eliminate paperwork. The findings also revealed that students are lacking in learning outcomes because they were not aware of such being written in the Business Studies module outline.

First-year students drew much from aims and objectives and were driven by personal and professional experiences. However, students lacked information on learning outcomes and therefore they were missing societal experiences.

In addition to the above, the reviewed literature suggests that students, when they learn Business Studies using Moodle, should be driven by goals which are categorised as either aims, objectives, or outcomes (Kennedy et al., 2009; Khoza, 2015b). An aim is a long-term goal, while an objective is a short-term goal, both indicating teaching intentions (Khoza, 2015b). Kennedy et al. (2009) state that objectives give more specific information about what the teaching of the module hopes to achieve, unlike aims on which the statement is broad; objectives breaking aims into simpler, more achievable goals. Khoza (2015b) comments that outcomes are what students should achieve at the end of the lesson, to demonstrate achievement. However, the literature is in line with the findings, favouring aims and objectives on which students were mostly driven by aims and objectives when learning Business Studies using Moodle.

However, the Business Studies module outline at UKZN (2018) states nothing about Business Studies long-term goals (aims) nor about objectives that students should achieve at the end of the lesson. Learning outcomes appear in the Business Studies module outline at UKZN (2018, p. 1). Findings revealed that students were articulate on aims and objectives; however, not on learning outcomes when taking Business Studies using Moodle. Students were not familiar with learning outcomes on a Business Studies course, since learning outcomes are not written on the module outline.

5.4 Recommendations

5.4.1 Recommendation 1

The findings indicate that, students were driven mostly by personal and professional experiences when they learn Business Studies using Moodle. In other words, students were lacking societal experiences. Students were lacking marketing environment content when they learn Business Studies. The recommendation is that the marketing environment content be more practical for students. This is an important environment with advertising ideas by which businesses sell products to society. Marketing strategies could help students to acquire useful knowledge in order to maintain the in line society needs. The recommendations further suggest that the Module outline should be reviewed in terms of delivering content on the Moodle

environment. Step number three of Tyler (2013) declares that the university should organise and plan how would to deliver the content, and what kind of project students should participate in; last, how the classroom should be arranged.

5.4.2 Recommendation 2

The findings of this study indicate that personal experiences are less dominant on Moodle resources. This means that ideological-ware is lacking when first-year students learn Business Studies using Moodle. Therefore, the recommendation is that the university should upload the various readings of the literature (ideological-ware) in order to familiarise students with the understanding of various types of new recommended Business ideas. This can assist learning and the use of Moodle to make more sense.

5.4.3 Recommendation 3

The findings revealed that students were drawing mainly from summative assessments when they learn Business Studies using Moodle. Thus, students were driven mainly by professional experiences. Formative assessments and peer assessments were lacking, therefore, personal and societal experiences were lacking. The recommendations suggest that, the university should upload the formative assessments on Moodle; for instance, on multiple choice tests, for increasing learning capacity for students and preparing them with summative assessments. The recommendation suggests that, the module outline should outline the Moodle marks allocation (score marks) and explanation of its contribution to due performance (DP). This will allow students to enjoy and appreciate the Business Studies curriculum when using the Moodle environment.

5.4.4 Recommendation 4

The findings revealed that students were drawing mainly on personal and professional experiences when they learn Business Studies using Moodle on location/environment. In other words, the module outline was lacking on specifying about Moodle as the part of learning environment. Thus, it is recommended that the university specify in the module outline the Moodle environment as an important learning environment with the condition that it allows a process of teaching and learning to take place successfully.

5.4.5 Recommendation 5

The findings revealed that, students were drawing mainly from contact time and spare time to learn Business Studies using Moodle. Students were driven mainly by professional and societal experiences. Extra time seemed lacking, therefore students were missing personal experiences. It is recommended that the module outline stipulate the number of hours that should be spent by students when they use Moodle.

5.4.6 Recommendation 6

The findings revealed that students were drawing their role as learners and the receivers mainly when they learn Business Studies using Moodle. Thus, students were driven mainly by personal and professional experiences. Students as assessors were lacking and therefore societal experiences were lacking in student's role as (assessors). It is recommended that the university motivate students to be responsible for their learning by utilising the discussion forum on Moodle, by which students critique one another's assignments before submitting to the lecturer. If students are exposed to playing their role, this could help them to plan their learning, identifying their strengths, weaknesses, and target areas for corrective actions.

5.4.7 Recommendation 7

The findings revealed that students were drawing mainly from personal and societal experiences when learning Business Studies, seemingly lacking content-centred activities to learn Business Studies. Therefore, professional experiences to learn Business Studies using Moodle were missing. Through Moodle, there were fewer activities that were given to students; for instance, the Oxford learning link was uploaded on the first semester only. It is then recommended that the module should outline the relevant activities according to their different types (informal and formal) in order to standardise the intended curriculum and ensure that it is implemented easily without confusion among students. The university should recommend two textbooks for Business Studies, local and international in order to ensure consistency and practicality of learning activities. It is recommended that students should familiarise themselves with various studies, including the module outline, so that they may understand various types of activities recommended by module outline and other literature. It is recommended that, the university on Moodle should put more focus on informal activities as they are the foundation of formal activities. Quiz activities on Moodle can constitute control tests for students.

5.4.8 Recommendation 8

The findings indicate that students living in outsourced residences have the challenge of WI-FI when they need to access Moodle, whereas students living inside the campus can easily access Moodle using WI-FI. Therefore, the recommendations further suggest the installation of Wi-Fi to outsourced residences. The study further recommends that, when students are given group activities, they should group according to their location to avoid submissions delays.

5.4.9 Recommendation 9

The findings of this study indicate that the societal rationale is less dominant. This means that societal experiences are lacking when first-year students are using Moodle to take Business Studies. Therefore, the recommendation is that the Business Studies module outline be revised by redefining the rationale. This would allow first-year students to have a clear purpose and become motivated to learn Business Studies using Moodle, students being future qualified teachers, giving back to the community. In addition, a comprehensible rationale can help to determine the learning outcomes, which in turn results in a sustainable learning process.

5.4.10 Recommendation 10

The findings indicate that the societal experiences were less dominating in goals. This means on goals, students were lacking when it comes to learning outcomes as these were written on the module outline. It is recommended that students familiarise themselves by reading the module outline in order to understand the learning outcomes that are expected of them. The recommendation suggests that the module outline to clearly outline the learning goals of Business Studies by stating the aims and objectives. This may ensure that the content taught is properly aligned with the learning goals of the module.

5.4.11 Conclusion

This study focused on exploring the experiences of first-year students on the use of Moodle when taking Business Studies at a South African university. Findings showed that learning content and students' activities should be given more attention in order to achieve positive Moodle purposes. Another constraint from the findings is that the lack of ideological-ware resources hinders the effective use of Moodle when taking Business Studies as first-year students. Khoza (2012) explains resources as aspects that assist learning to make more sense. Resources help to make learning more fascinating. According to Khoza (2015b), ideological-ware (IW) refers to activities that we cannot see and touch in education such as theories and teaching methods. Finally, Moodle on the Business Studies curriculum, can be improved if all the curricular concepts are taken seriously and put into operation.

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Annexures

1. Annexure A: Letter to Registrar

Mr. M.N Shezi
P.O. Box 27794
Umzinto
4200
06 June 2018

Office of the Registrar
P/Bag X54001
Durban, South Africa
4000

Application for Permission to Conduct Research in the University of Kwa Zulu-Natal.

My name is Mongezi Nkosingiphile Shezi. I am a Masters student studying at the University of KwaZulu-Natal, Edgewood campus, South Africa. I am interested in exploring experiences of first year students on the use of Moodle to learn Business studies at a South African university. Based on various challenges that I have experienced and observed, I was motivated to conduct this study. I am interested in understanding the challenges that students are facing in accessing Moodle to learn, particularly in Business studies. To gather the information, I am interested in requesting experiences of first year students on the use of Moodle.

Therefore, to gather the information or data, the above-mentioned educational institution (UKZN) under your supervision is of paramount Importance for this research to be successful. Therefore, I would like to request to use this campus and Business studies students to conduct this research project. Please note the following:

- The University and students' confidentiality is guaranteed.
- The interview, reflective activity and document analysis may last for about 1 hour.
- Any information given by your students cannot be used against the university, and the generated data will be used for purposes of this research only.
- There will be no limit on any benefit that the student and students may receive as part of participation in this research project;
- Data will be stored in secure storage and destroyed after 5 years.
- Students have a choice to participate, not participate or stop participating in the research. The university and students will not be penalized for taking such an action.
- The students are free to withdraw from the research at any time without any negative or undesirable consequences.
- Real names of the university and students will not be used, but symbols such as A, B, C, D, E and F will be used to represent university and students' names;

- University and students' involvement is purely for academic purposes only, and there are no financial benefits involved.

The following plan is used to complete this research project.

<i>Time Frame</i>	<i>Guidelines</i>
06 February to 30 April 2018	Proposal development
01 May to 10 May	Proposal defense and Ethical clearance application
11 May to 30 June 2018	Literature review and Conceptual framework Chapter 2
01 to 25 July 2018	Data generation, research design and methodology chapter 3
26 July to 30 September 2018	Data analysis and presentation of findings, chapter 4
01 October to 30 October 2018	Summary conclusions and recommendations chapter 5
01 November to 31 January 2019	Referencing, editing and submission of first draft
01 February 2019 to 11 February 2019	Thesis editing
12 February 2019	Final submission

I can be contacted at:

Email: 216075179@stu.ukzn.ac.za

Cell: 0735519013

My supervisor is Dr. CB Mpungose who is located at the University of KwaZulu-Natal
School of Education and Curriculum studies

Contact details: mpungosec@ukzn.ac.za Phone number +2731 260 3671

Discipline Co-ordinator is Prof Carol Bartram.
Curriculum Studies, School of Education,
Pietermaritzburg campus, University of KwaZulu-Natal
(Tel) 0312605849 Email: BertramC@ukzn.ac.za

You may also contact the Research Office through:
Ximba Phumelele
HSSREC Research Office,
Tel: 031 260 3587 E-mail: ximbap@ukzn.ac.za

Thank you for your contribution to this research.

2. Annexure B: Consent form for students



UNIVERSITY OF
KWAZULU-NATAL

Curriculum Studies, School of Education,
College of Humanities,
University of KwaZulu-Natal,
Edgewood Campus,

Dear Participant

INFORMED CONSENT LETTER

My name is Mongezi Nkosingiphile Shezi. I am a Masters student studying at the University of KwaZulu-Natal, Edgewood campus, South Africa. I am interested in exploring experiences of students on the use Moodle to learn Business studies at a South African University. Having been an undergraduate student, I have observed that first year students are facing challenges to access Moodle to unpack the content. Moreover, based on various student challenges that have been observed in terms of using Moodle, I was motivated to conduct this study to explore experiences of first year students on the use of Moodle to learn Business studies. Therefore, to gather the information, I am interested in requesting any kind of relevant information about this topic of this study.

Please note that:

- Your confidentiality is guaranteed as your inputs will not be attributed to you in person, but reported only as a population member opinion.
- The interview may last for about 45 to 60 minutes, relevant documents will be analysed, and the reflective activity will be sent to you via e-mail.
- Any information given by you cannot be used against you, and the generated data will be used for purposes of this research only.
- There will be no limit on any benefit that you may receive as part of your participation in this research project;
- Data will be stored in secure storage and destroyed after 5 years.
- You have a choice to participate, not participate or stop participating in the research. You will not be penalised for taking such an action.
- You are free to withdraw from the research at any time without any negative or undesirable consequences to yourself;
- Real names of the participants will not be used, but symbols such as A, B, C, D, and E will be used to represent your full name;

- Your involvement is purely for academic purposes only, and there are no financial benefits involved.
- If you are willing to be interviewed, please indicate (by ticking as applicable) whether or not you are willing to allow the interview to be recorded by the following equipment:

Equipment	willing	Not willing
Audio equipment		
Photographic equipment		
Video equipment		

I can be contacted at:

Email: 216075179@stu.ukzn.ac.za

Cell: 07355179013

My supervisor is Dr. CB Mpungose who is located at the University of Kwa-Zulu-Natal
School of Education and Curriculum studies

Contact details: mpungosec@ukzn.ac.za Phone number +2731 260 3671

Discipline Co-ordinator is Dr. Carol Bertram,
Curriculum Studies, School of Education,
Edgewood College, University of KwaZulu-Natal
(Tel) (033) 260 5349, Email: BertramC@ukzn.ac.za

You may also contact the Research Office through:

P. Mohun

HSSREC Research Office,

Tel: 031 260 4557 E-mail: mohunp@ukzn.ac.za

Thank you for your contribution to this research.

DECLARATION

I..... (Full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

SIGNATURE OF PARTICIPANT

DATE

.....

.....

3. Annexure C: Gate keepers letter



14 June 2018

Mr Mongezi Nkosingiphile Shezi (SN 216075179)
School of Education
College of Humanities
Edgewood Campus
UKZN
Email: 216075179@stu.ukzn.ac.za

Dear Mr Shezi

RE: PERMISSION TO CONDUCT RESEARCH

Gatekeeper's permission is hereby granted for you to conduct research at the University of KwaZulu-Natal (UKZN), towards your postgraduate studies, provided Ethical clearance has been obtained. We note the title of your research project is:

"Experiences of first-year students on the use of Moodle to learn business studies at a South African university,"

It is noted that you will be constituting your sample by conducting a reflective activity and/or interviews with first year students registered for Business studies education on the Edgewood Campus.

Please ensure that the following appears on your notice/questionnaire:

- Ethical clearance number;
- Research title and details of the research, the researcher and the supervisor;
- Consent form is attached to the notice/questionnaire and to be signed by user before he/she fills in questionnaire;
- gatekeepers approval by the Registrar.

You are not authorized to contact staff and students using 'Microsoft Outlook' address book. Identity numbers and email addresses of individuals are not a matter of public record and are protected according to Section 14 of the South African Constitution, as well as the Protection of Public Information Act. For the release of such information over to yourself for research purposes, the University of KwaZulu-Natal will need express consent from the relevant data subjects. Data collected must be treated with due confidentiality and anonymity.

Yours sincerely

MR SS MOKOENA
REGISTRAR

Office of the Registrar

Postal Address: Private Bag X54001, Durban, South Africa

Telephone: +27 (0) 31 260 8005/2206 Facsimile: +27 (0) 31 260 7824/2204 Email: registrar@ukzn.ac.za

Website: www.ukzn.ac.za



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4. Annexure D: Ethical Clearance



08 February 2019

Mr Mongezi Nkosingiphile Shezi (216075179)
School of Education
Edgewood Campus

Dear Mr Shezi,

Protocol reference number: HSS/0795/018M

Project title: Experiences of first-year students on the use of Moodle to learn Business Studies at a South African university

Full Approval – Expedited Application

In response to your application received on 26 June 2018, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and FULL APPROVAL for the protocol has been granted.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

Dr Shamila Naidoo (Deputy Chair)

/ms

Cc Supervisor: Dr Cedric Bheki Mpungose
Cc Academic Leader Research: Dr SB Khoza
Cc School Administrator: Ms Sheryl Jeenarain

Humanities & Social Sciences Research Ethics Committee

Dr Rosemary Sibanda (Chair)

Westville Campus, Govan Mbeki Building

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Telephone: +27 (0) 31 260 3587/8350/4557 **Facsimile:** +27 (0) 31 260 4809 **Email:** ximbap@ukzn.ac.za / snymanm@ukzn.ac.za / mohunp@ukzn.ac.za






Website: www.ukzn.ac.za



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5. Annexure E: Reflective activity

Question 1:	<i>Why do you use Moodle for your module?/ why do you have an interest in the use of Moodle? (reasons)</i>
Answer:	
Question 3:	<i>As you are permitted to use Moodle, how do you gain access to Moodle when on a Business Studies module? (accessibility)</i>
Answer:	
Question 4:	<i>How do you ensure justice when taking your module using Moodle? (goals to be achieved)</i>
Answer:	
Question 5 :	<i>What content are you learning in Business Studies using Moodle?(content)</i>
Answer:	
Question 6 :	<i>Which Moodle learning activities do you use when taking your module? (Moodle activities)</i>
Answer:	
Question 7 :	<i>How do you recognise your character when using Moodle? (students' role)</i>
Answer:	
Question 8 :	<i>Where do you use Moodle when you take your module? (location/environment)</i>
Answer:	
Question 9	<i>When do you use Moodle when you take your module? (time)</i>
Answer:	
Question 10	<i>How are you assessed to your module using Moodle?(assessment)</i>
Answer:	

6. Annexure F: one-on-one semi structured interviews

Question 1:	<i>Why do you use Moodle to learn business studies / why do you have an interest in the use of Moodle (reasons)</i>
Sub- questions	<ol style="list-style-type: none"> 1. What societal rationale/reason that made you to use Moodle 2. What professional rationale/reason that made you to use Moodle 3. What personal rationale/reason that made you to use Moodle
Question 2:	<i>What resources do you use when learning business studies using Moodle (resources)</i>
Sub- questions	<ol style="list-style-type: none"> 1. What software resources do you use when you are learning using Moodle 2. What hardware resources do you use when you are learning using Moodle 3. Which learning theories or theories that guides your learning when using Moodle
Question 3:	<i>Are you permitted to use Moodle and how do you gain access to use Moodle to learn business studies (accessibility)</i>
Sub- questions	<ol style="list-style-type: none"> 1. Do you have any cost implications in the use of Moodle 2. How do you access the use of Moodle? (physical ability) 3. Is the any cultural influence when using Moodle
Question 4:	<i>How do you ensure justice when learning business studies module using Moodle (goals to be achieved)</i>
Sub- questions	<ol style="list-style-type: none"> 1. What are your aims of using Moodle when you learn business studies 2. What are the objectives of using Moodle for learning business studies 3. Indicate university intentions in the use of Moodle
Question 5 :	<i>What content are you learning in business studies using Moodle?(content)</i>
Sub- question	<i>What module content do you cover when using Moodle (you can provide me with the module outline)</i>
Question 6 :	<i>What are Moodle learning activities do you use when you learn business studies (Moodle activities)</i>
Sub- questions	<ol style="list-style-type: none"> 1. What Moodle activities that are designed to enhance your learning 2. What Moodle activities that are designed in to unpack the content 3. What Moodle activities that are designed to ensure your attendance of lecture?
Question 7 :	<i>How do you perceive your character when using Moodle? (students' role)</i>
Sub- question	<ol style="list-style-type: none"> 1. Is your role seem as the student as a learner, student as a receiver of information and student as an assessor (peer assessment) when using Moodle
Question 8 :	<i>Where do you use Moodle when learning business studies? (location/environment)</i>
Sub- questions	<ol style="list-style-type: none"> 1. Is e-learning in business studies (Moodle platform) conducive, substantiate 2. Do you use Moodle in the lecture halls, residences or home? 3. Is blended learning possible in Moodle learning management system
Question 9	<i>When do you use Moodle when learning business studies? (time)</i>
Sub- questions	<p>Which time is most suitable for you to use Moodle:</p> <ol style="list-style-type: none"> 1. Spare time 2. During lecture hours 3. After lecture hours
Question 10	<i>How do you get assessed in business studies using Moodle?(assessment)</i>
Sub- questions	<ol style="list-style-type: none"> 1. What Moodle activities are designed to use during assessment for learning 2. What Moodle activities are designed to use during assessment as learning 3. What Moodle activities are designed to use during assessment of learning

7. Annexure G: Turnitin report

Masters Theses

by Mongezi Nkosingiphile

Submission date: 27-Jan-2019 03:22PM (UTC+0200)
Submission ID: 1068972723
File name: MONGEZI_SHEZI_SUN_27_JAN_19_Final_thesis_TTN.docx (1.12M)
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8. Annexure H: Plagiarism declaration

COLLEGE OF HUMANITIES

DECLARATION - PLAGIARISM

I, Mongezi Nkosingiphile Shezi of Student Number: 216075179 declare that

1. The research reported in this thesis, except where otherwise indicated, is my original research.
2. This thesis has not been submitted for any degree or examination at any other university.
3. This thesis does not contain other persons' data, pictures, graphs or other information, unless specifically acknowledged as being sourced from other persons.
4. This thesis does not contain other persons' writing, unless specifically acknowledged as being sourced from other researchers. Where other written sources have been quoted, then:
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5. This thesis does not contain text, graphics or tables copied and pasted from the Internet, unless specifically acknowledged, and the source being detailed in the thesis and in the References sections.

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