

Lecturers' Accounts of their Curriculum Practices at a University of Technology: Cultivating Reflexive Practices

This article focuses on lecturers' accounts of their curriculum practices at a University of Technology (UoT). It examines their engagement with the curriculum and the practices they adopt to ensure student learning. This research took place before the COVID-19 pandemic. The discussion will focus on critical questions about how lecturers' beliefs about their teaching shifted since the COVID-19 pandemic and how their technology-enhanced pedagogical practices transformed their teaching.

The University of Technology (UoT) that forms the study's context is in the Western Cape province of South Africa and offers diploma and degree courses. The paper is based on a qualitative study that focused on lecturers' interpretations and responsiveness to their curriculum practices at a UoT. A case study approach (Yin, 2018) was applied to capture the lecturers' current curriculum practices. Six lecturers who are part of the Faculty of Business Management Sciences (FBMS) at the UoT were purposely selected for this study based on their active engagement with the academic support programmes such as the tutorial support programmes and academic literacy programmes. Semi-structured interviews were conducted with lecturers and examined their engagement with the curriculum and the practices they adopt to ensure student learning. The research was conducted in the context of a teaching and learning research project that focused on lecturers' engagement with the institutional support structures.

The paper draws on Bourdieu's (1990) concepts of field, reflexivity, *illusio* and *doxa* to highlight the lecturers' ability to negotiate the university's field and the reflexive stances they adopt to change and adapt their teaching practices. It concentrates on selected lecturers' interpretations of their curriculum as they negotiate and mediate the university "field". Drawing on Bourdieu (1990), "field" is used in this paper to refer to the social spaces that make an institution environment wherein situations, power relations, and people's practices converge.

The paper's findings show the tension lecturers experience between teaching and research and the subordinate role of research in their curriculum practices. It suggests that research was less critical to the curriculum practices of lecturers at the UoT. The reduced role of research has implications for the development of the curriculum at the UoT and the curriculum choices lecturers make concerning research and the undergraduate curriculum. The paper discusses the lecturers' commitment to the curriculum's values and demonstrates that these were central to the curriculum. It draws attention to lecturers' beliefs about their teaching, such as the student-centric approaches, action research methodologies and multilingual approaches. It argues that these were vital for lecturer agency and for producing innovative curriculum practices. The research shows the significance of utilising information communication technologies (ICTs) as a pedagogical strategy in enacting the curriculum. It argues that ICTs were primarily used as an innovative pedagogical strategy to enhance their teaching practices.

Questions:

1. How have lecturers' beliefs about their teaching shifted or changed since the COVID-19 pandemic?
2. During COVID-19, lecturers used ICTs and technology-enhanced learning as their primary pedagogical strategy to enhance their teaching practices; how have these technology-enhanced practices transformed their teaching practices?

