

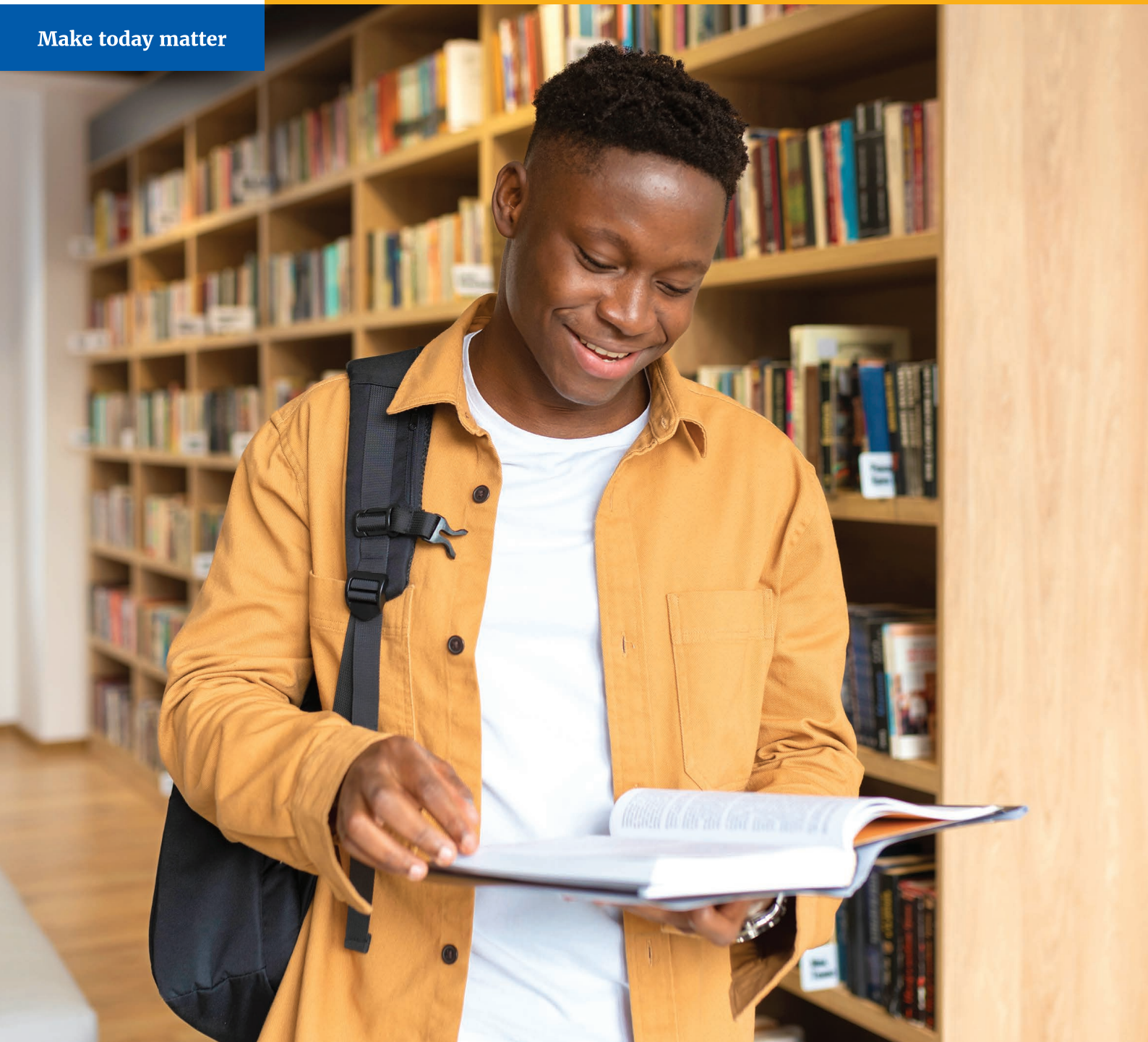


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In-tuition

Newsletter of the Faculty of Education at the University of Pretoria

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The Work-Integrated Learning Office
connecting to our schools

A successful start to first-year
students' studies

Edtech workshops for OPV312 students

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Official social media pages of the Faculty of Education

 UP Faculty of Education  EducationUP@Educationtuks
 @UPFacultyofEducation

Students and colleagues are urged to follow and like our pages, follow the Faculty's activities, and share them with friends, prospective students, and family.

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Chief Editor
Email

Mrs Sharon Mashau
sharon.mashau@up.ac.za

Copy and Language Editor
Email

UP Language Unit
language@up.ac.za

Layout
Email

Dreamwave Design Solutions
info@dreamwavedesign.co.za

Printing
Email

Business Print
hello@businessprint.co.za

MESSAGE FROM THE DEAN

Light at the end of the tunnel

► The Dean of the Faculty of Education, Professor Chika Sehoole



The start and end of the first semester of 2022 went well. Despite the rise in the number of Omicron cases at the beginning of the year, the University was able to start and conclude the semester without many incidents. A highlight of the first semester that marked the recession of the pandemic was when the University successfully hosted the graduation ceremonies after two years of being unable to do so. At these ceremonies, the Faculty of Education graduated 1 200 undergraduate students, 300 honours students, 76 master's students and 35 doctoral students.

It was good to see parents joining their children to celebrate their achievements with pride. It is said that 'your graduation ceremony will become a key part of your own timeline; **a symbol of change, of progression and of moving on to new adventures.** Take a moment to celebrate what you've achieved so far and appreciate the memories that this part of your education has given you.'

The graduation ceremonies were followed by the conclusion of the first-semester classes and then examinations. Due to the easing of restrictions as a result of the recession of COVID-19, we had more sit-down examinations than in the previous two years. These were also concluded without any incidents.

The second semester started on 25 July with the return of all students to campus. On the first day of the reopening, I met several students who indicated that it was their first day on campus, despite being in their second or third year. Some first-year students were also excited to be on campus, and many of them did not recognise me. They were happy to meet the dean in person.

As we continue with the second semester, I would like to wish all students and staff the best in the resumption of more

contact tuition. Let us make the most of the opportunity to learn under normal circumstances, knowing very well that these conditions are not to be taken for granted. The last two years of COVID-19 taught us to be thankful for the opportunity to learn under normal circumstances. Indeed, the light at the end of the tunnel is shining on us. Let us be grateful.

As we start the second semester of 2022, we are hopeful that it will be better than the past two years of lockdown due to COVID-19, when we were deprived of important elements that are intrinsic parts of education. We missed seeing our students on campus after it became necessary to move all teaching and learning online. A university without students is not really a university, but due to the lockdown, we had two cohorts of students who could not experience campus life.

Early in February, I received an email from an anxious parent who wanted to know when our campus would reopen as her son was about to start his third year of study and had never experienced campus life. After two years of study, he had never yet attended a class in a lecture hall with peers and had never experienced campus social life. Instead, day after day, he has been gazing through the window of his flat, which overlooks the University campus, longing for a normal student life.

The closure of the University due to the pandemic also deprived staff of the opportunity to see and interact with one another. Even though meetings took place virtually, there comes a point where virtual interaction is no longer meaningful. We are, after all, social beings, and technology cannot replace the social dimension needed in relationships. We were therefore delighted when the lockdown restrictions were relaxed and, after many months, we were able to reconnect with colleagues and see them face to face. One of the strange things about the

COVID-19 situation and working from home was that we had never met some new staff members who were appointed and started their jobs during the lockdown. Some of them were not recognisable from the images we had received, and it was a real joy to meet them in person—in some cases, up to two years after they had been hired.

Another weird situation concerning online learning is that lecturers and students have no opportunity to become acquainted, which highlights some of the limitations of online or virtual interactions.

Now that COVID-19 has receded and on-campus activities are once again allowed, it is wonderful to see both students and staff back on our campus. On the day contact teaching was resumed, it was heart-warming to see students crossing the road from the main entrance of the Groenkloof Campus on their way to the lecture halls. This was accompanied by the return of our staff, and the University became alive again!

In-person graduation ceremonies were also prohibited during the past two years, and we look forward to a return to normal when we host the ceremonies in April and May. We salute the students who managed to successfully complete their studies despite the difficulties they faced in the last two years of their studies. I would also like to give a word of thanks to the lecturers who had to adapt to online teaching and make sure that students received the support they needed to complete their studies.

The past two years have indeed demonstrated the agility, adaptability and resilience of human beings when faced with adversity.

We hope for a better year ahead and beyond.

Prof. Chika Sehoole
Dean: Faculty of Education

The Work-Integrated Learning Office connecting to our schools

Author: Dr Tanya Smit

The Work-Integrated Learning Office started hosting stakeholder breakfast events at the beginning of the year.

The first session was held in February and the second in April. School principals, mentor teachers, or work-integrated coordinators attended. The rationale is for the office to gain valuable insights and feedback from our external stakeholders.

The feedback from schools has been enlightening and valuable concerning preparing pre-service teachers for changing disciplinary, technological and social contexts of the 21st-century environment. Schools indicated that our students are

well prepared and employable in the authentic workplace. It was an opportunity for staff such as e.g. Prof Sonja van Putten, Prof Salome Human-Vogel, Dr Corene Coetzee, lecturers in the Faculty of Education and the Work-Integrated Learning office who joined to connect with schools.

The Work-Integrated Learning office was also able to share their initiatives and show their gratitude for what our schools and teachers are contributing to concerning Work-Integrated Learning. The Work-Integrated Learning Office is envisioning the hosting of more external stakeholder events and a Work-Integrated Learning seminar later in the year for the faculty, teachers and students to present, network and reflect.



▲ Faculty of Education staff with Work-Integrated Learning stakeholders



▲ Feedback session with Work-Integrated Learning external stakeholders

Prof Kobus Maree present a paper on Innovating career counselling: Key to promoting sustainable decent work facilitation globally at the International Conference Promoting Decent Work for All: Vulnerable Workers

Authors: Dr Sharon Mashau and Prof Kobus Maree

The International Association of Applied Psychology (IAAP) held its IAAP Special Project Promoting Decent Work for All one-day virtual conference on Friday, 1 April 2022 in Florence, Italy, where Prof Maree was invited to read a keynote on the topic "Innovating career counselling: Key to promoting sustainable decent work facilitation globally".

In this paper, Prof Maree elaborated on the extent to which the impact of repeated and fundamental changes in occupational contexts exacerbate escalating inequality in the workplace. Next, he illuminated the meaning (and significance) of the term "sustainable decent work" and underscored the importance of attempts to promote the UNESCO goal of leaving no one behind (LNOB) globally—a goal that lies at the heart of the 2030 Agenda for Sustainable Development. Sadly, and worryingly, this aim is far from being realised in not only South Africa but virtually all developing country (Global South) contexts especially.

Prof Maree accentuated the need to respond to global changes in the world of work by constantly innovating the theory and practice of career counselling. Failing to achieve this aim decreases career counsellors' ability to remain useful to their clients in turbulent, fundamentally changing times. After this, he proposed the implementation of an innovative, integrative (QUAL-quan) approach and associated methodology to help career counsellors enhance people's narratability, 'autobiographicity', career adaptability, employability, career resilience, and career creativity. Such an approach can help career counsellors to elicit people's key life themes and facilitate the kind of intervention that will (re)kindle people's sense of meaning, hope, and purpose in the workplace.

To achieve the aforementioned aim(s), it is important to design a way to help people to connect conscious knowledge with subconscious insights. Prof Maree



▲ Prof Kobus Maree

concluded his paper by reminding attendees that, ultimately, career psychologists' primary allegiance should be to find the best ways to help and be of value and use to their clients instead of adhering to any particular theoretical approach or technique by staying abreast of global developments that impact their clients and consequently also the profession of career counselling.

Staff members of the Faculty of Education participated in the Erasmus+ Exchange Programme between the University of Pretoria and the Vasile Alecsandri University of Bacau, Romania

Prof Marien Graham and Prof Thiru Vandeyar participated in the Erasmus+ Exchange Programme between Vasile Alecsandri University of Bacau, Romania, and the University of Pretoria from 9 to 14 May 2022. The Erasmus+ Exchange Programme is the EU's programme to support education, training, youth and sport in Europe.

More information can be found at:
www.erasmus-plus.ec.europa.eu/about-erasmus/what-is-erasmus.

On Monday, 9 May 2022, all delegates attended an introductory session and had an opportunity to present an overview of their university and faculty. The international participants of the Erasmus+ Programme included Prof Graham and Prof Vandeyar from South Africa, two participants from Spain and two participants from Kosovo (see photograph 1 with the Erasmus+ Programme participants, organisers and staff members from the Vasile Alecsandri University of Bacau).

During the week of the Erasmus+ Exchange Programme, Prof Graham and Prof Vandeyar attended and presented some sessions, which included: Prof Graham hosting a meet-and-greet with a couple of the doctoral students of Vasile Alecsandri University of Bacau to discuss their research, more specifically the quantitative aspects/statistical analyses of their research. Prof Graham also presented classes to mathematics and engineering undergraduate students in probability and data cleaning and preparation, respectively.

Prof Vandeyar's presentation to pre-service students from the Vasile Alecsandri University of Bacău was on the effective use of information and communication technology to enhance teachers' pedagogy and promote constructivist learning. In this regard, he illustrated the different pedagogical approaches (cognitivist, constructivist and connectivist) in the use of open-source concept maps software to teach in a variety of subject and school contexts. Prof Vandeyar also presented at a round table discussion on academic

issues to academics from the Department of Education Sciences, Vasile Alecsandri University of Bacău.

The discussion on similarities and differences between the two university contexts focused on education systems, university teaching programmes (Faculty of Education), courses, supervision, teaching and research. Prof Vandeyar was invited to present a paper at the Vasile Alecsandri University of Bacău 4th International Conference on Innovation in Psychology, Education and Didactics (ICIPED 2022) and become an editorial member of the Journal of Pedagogical Sociology and Psychology (DOAJ).

Prof Graham and Prof Vandeyar expressed that the Erasmus+ Agreement Exchange was an enriching experience that promotes cooperation between the University of Pretoria and the Vasile Alecsandri University of Bacau, thus mutually enriching the educational environment both to facilitate the transfer of know-how and good practices in teaching.



▲ **Top row from left to right:** Assistant Prof Lazar Toskić (Erasmus+ participant, University of Priština, Kosovo), Prof Thiru Vandeyar (Erasmus+ participant, University of Pretoria, South Africa), Prof Veroljub Stankovic (Erasmus+ participant, University of Priština, Kosovo), Prof Francisco Prads de la Fuente (Erasmus+ participant, Universidad Zaragoza, Spain), Prof Carlos Castellar Otin (Erasmus+ participant, Universidad Zaragoza, Spain)
Bottom row from left to right: Associate Prof Carmen Popescu (Vasile Alecsandri University of Bacau, Romania), Prof Marien Graham (Erasmus+ participant, University of Pretoria, South Africa), Mrs Silvia Leonte (International Office, Vasile Alecsandri University of Bacau, Romania), Associate Prof Nicolae Ochiana (Vasile Alecsandri University of Bacau, Romania), Mrs Roxana Popescu (International Office, Vasile Alecsandri University of Bacau, Romania)



▲ Prof Vandeyar's presentation to pre-service students from Vasile Alecsandri University of Bacău



▲ Prof Graham having a meet-and-greet with four doctoral students from Vasile Alecsandri University of Bacau to discuss their research

UP PhD students lead resilience colloquium

Author: Prof Linda Theron

On 20 May 2022, a group of resilience-focused students and scholars engaged in a morning-long colloquium. Their focus was youth resilience.

The occasion coincided with a visit by world-leading resilience scholar Dr Michael Ungar. Dr Ungar is the Canada Research Chair of Child, Family, and Community Resilience and Professor of Social Work at Dalhousie University, Canada. Professor Linda Theron (Department of Educational Psychology) hosted Dr Ungar as visiting scientist (15 to

20 May 2022) in her NRF-funded study of the multisystemic factors that enable and constrain youth resilience. Postgraduate students and postdoctoral fellows from the Department of Educational Psychology (UP) and School of Psychology (WITS) who are completing resilience-focused studies were invited to the colloquium.

At this colloquium, two UP students—Netsai Gwata and Aadil Naidoo—led the resilience conversation. They did so by presenting the initial findings of their resilience-focused PhD studies. Following their presentations, a lively discussion ensued with everyone present contributing important insights that

supported Netsai and Aadil to further the meaning they were making of their rich data. Some of the master's students reported that seeing these two PhD students 'in action' and having the opportunity to hear Dr Ungar speak so easily about complex resilience concepts galvanised them to complete their master's studies in the minimum time and then pursue resilience-focused PhDs. The colloquium ended with everyone enjoying lunch and relishing an opportunity to be together in person after lockdown-related tedium/scholarly isolation.

Aadil and Netsai reflected on this experience as follows:



▲ Aadil Naidoo

Reflection by Aadil Naidoo

It was a tremendous privilege to present my research findings to my co-supervisor, Professor Michael Ungar, this past Friday, 20 May 2022. What an honour to have such an esteemed audience that included both my supervisors, Prof Michael Ungar and Prof Linda Theron, as well as students completing their master's degrees and interested in doing a PhD study in resilience, and postdocs.

The feedback provided by all present

was extremely valuable and provided different perspectives on my study and the interpretation of my data. Both professors' support in reaching the milestone of being able to present my first findings and the opportunity to present them is immense and I am incredibly grateful for it.

In addition to being fortunate to have two world-renowned researchers in the field of resilience as my supervisors, I am looking forward to completing this PhD journey with them, as well as contributing new and exciting insights into how extended family caregivers support the resilience of adolescents whose parents abuse substances. I believe this will be an important contribution to the field of resilience which has largely neglected the resilience of this specific population or the role of extended family caregivers.



▲ Netsai Gwata

Reflection by Netsai Gwata

After a very lonesome journey of studying for a PhD during the COVID pandemic, it was a pleasure to meet with other postgraduate students and academics when presenting my study's initial findings (which investigates what protects emerging adults living in a resource-constrained community from depression) on 20 May 2022 at the City Lodge Hotel, Pretoria.

Present at the colloquium were my supervisors, Prof Linda Theron and Prof Michael Ungar, 2 post-doctoral academics, master's students and my colleague (Aadil) who was also presenting his findings. After each presentation, there was a discussion on the findings with those present providing valuable feedback to Aadil and myself.

Though a lot of studies have been done on resilience, it was evident from our research findings and the feedback that resilience enablers are context-specific. I am grateful for the feedback I received from everyone. After struggling to write during the pandemic, this meeting reawakened my passion for research. With the unwavering support from my supervisors, I am working to make an impact in the resilience field.



◀ The Resilience Colloquium participants

Front row: Dr Tosin Akinduyo (postdoctoral fellow, UP); Dr Seyi Somefun (postdoctoral fellow, UP); Netsai Gwata (PhD candidate)

Back row: Prof Linda Theron (UP); Prof Michael Ungar (Dalhousie University); Estee van Niekerk (M.Ed.Psych student, UP); Beverly Seabi (M.Ed.Psych student, UP); Shannon Wakefield (M.Ed.Psych student, UP); Sabrina Benvenuti (MA Psychology student, WITS); Aadil Naidoo (PhD candidate)



Prof Kobus Maree presents a keynote address on Career Development Tools in context, from theory to practice at the South Africa SA-EU Dialogue on the development of guidelines for the development of career development tools conference

Authors: Dr Sharon Mashau and Prof Kobus Maree

The Department of Higher Education and Training held a Dialogue conference on the guidelines for the development and administration of career development tools on 21 May 2022 at the SA-EU Dialogue Partnership at the Sheraton Hotel, Pretoria. The event was an SA-EU Dialogue Partnership, where Prof Kobus Maree was invited to give a keynote address.

The Department of Higher Education and Training hosted the Dialogue Conference (cited above) to further the discussion on the 'Guidelines for Career Development Tools for South Africa: Draft 2' document (a project funded by the SA-EU Dialogue Partnership Facility). The conference endeavoured to promote mutually beneficial collaboration between South African career development practitioners and their EU member state counterparts. More specifically, the Congress endeavoured to generate ideas regarding the facilitation of 'best practice' in career development jointly by South African and EU member states regarding developing and administering career development assessment instruments. In his paper, Prof Maree began by explicating some

key theoretical aspects of predominant career counselling approaches in Global South contexts (such as (South) Africa) and the need to reimagine career counselling constantly. He tentatively answered the question 'What comprises "best practice" in career counselling today?' Next, he addressed the following key question: 'How can we provide career counselling for ALL that are able and willing to work and not only those that can afford the often-expensive service?' He highlighted the need for designing an actionable, and, especially, pragmatic strategy to develop career development assessment instruments and associated interventions. Maree concluded by citing evidence from his own and colleagues' research projects to (i) exemplify the development of contextualised and/or indigenised career development instruments in Global South contexts, and (ii) demonstrate implementation of such instruments in Global South contexts, and, ultimately, confirm that the 'new' approach to career counselling can be applied in Global South contexts, too. Prof Maree concluded by reiterating that contextualising approaches and assessment instruments



▲ Prof Kobus Maree

developed elsewhere in addition to developing indigenous assessment instruments is essential. The aim is to ensure that our collective response to changes in occupational contexts will co-determine the success of career counselling interventions (such as the development and administration of career development instruments) in African contexts especially.

Arts, Artefacts and Archives International Exhibition

Author: Dr Raita Steyn



▲ The High Commissioner of Cyprus in South Africa Mr Antony Mandritis, the Greek Educational Attaché Dr George Vlachos, the UP Vice-Principal: Academic Prof Norman Duncan, the Dean of Faculty of Education Prof Chika Sehoole and the Head of Department of Education Prof Johan Wassermann and staff members in the Faculty of Education

Dr Raita Steyn from Art Education within the Department of Humanities Education (UP) recently hosted Prof Stergios Proios as a visiting colleague from the School of Drama, Aristotle University of Thessaloniki (AUT), Greece, to spend two weeks in South Africa, participating in scholarly organised art-based activities. In the framework of the ongoing international cooperation between the two universities since 2018, the aim of this visit has been consultation with students, presentation of lectures and participation in the setting up of an inter-university student-art exhibition, which opened on 26 May 2022.

The Arts, Artefacts and Archives exhibition focused on three main themes:

- 'Banners for Liberty', realised in collaboration with the University of Thessaloniki;
- 'We and the Others, an ongoing educational project on socio-cultural inclusion and awareness'; and
- 'Maria Katrakis's South African Hellenic Archives'.

The opening started with a live online music performance by Ms Ariadni Zoupina, Mr Dimitris Kounatiadis and the Greek AUT

students, followed by an introductory song by our UP musician, Mr Ricardo van Rooyen.

The High Commissioner of Cyprus in South Africa, Mr Antony Mandritis, the Greek Educational Attaché Dr George Vlachos, the UP Vice-Principal: Academic Prof Norman Duncan, the Dean of Faculty of Education Prof Chika Sehoole and the Head of Department of Education Prof Johan Wassermann also attended the evening performance. Finally, Mrs Melissa Moniz introduced 'Maria Katrakis's South African Hellenic Archives' to the attendants.



▲ Online music performance



Upon entering the exhibition, right at the start, a beautifully aligned double row of costumes from the Hellenic Archives met the viewer's eyes. Ranged according to height, the costumes formed the focal point in the centre of two side rows. The costumes on display included two male Fustanella children's costumes, dated circa 1950. These costumes represent the traditional Greek soldier's attire used on the battlefield in the past and today in official ceremonies. A replica of the costume, known as the Amalia outfit, was also attracting special attention for its elegance and the harmony of its lively colours. Historically, the original dress was modelled by the first Queen of Greece, Amalia (1836-1862), after the traditional fashion Greek women used to wear in the 19th century, which the young queen chose to adapt to her western fashion taste, thus creating the outfit known as the 'Amalia costume'.

Wedding photos of Greek settlers dated from the late 19th century aligned the wall with original hand-embroidered pieces from the archive collection. Such hand-embroidered items in the Greek tradition played a most important role in the value of the bride's dowry, as they indirectly, yet meaningfully, expressed the maiden's needlework skills. Jewellery of genuine silver and gold from family heirlooms has also been on display.

Opposite the bridal outfit and wedding photos, the viewers were met with the 'Banners for Liberty', a shared art project which initially, due to the COVID lockdown period, started as an online collaboration between the AUT Theatre Department students and UP Art Education students. Due to the enthusiastic and creative response of the students, this collaboration peaked into two highly successful exhibitions of which the first took place in Greece and the second at the Hatfield Student Art Centre.

The students of both art departments created 'Banners for Liberty' which expressed their voices for freedom through national, religious, and socio-

cultural symbols. Apart from creating social awareness, the exhibition allowed the outsiders, 'We', to understand the perspective of the 'others' (i.e. student's perspectives) on freedom of expression. Specific banners on gender violence were purposefully placed in a juxtaposed position, i.e. opposite the wedding gowns and photos. On the centre sidewalls, created by the students under the theme 'We and the Others', paintings, drawings, and animations were on display.

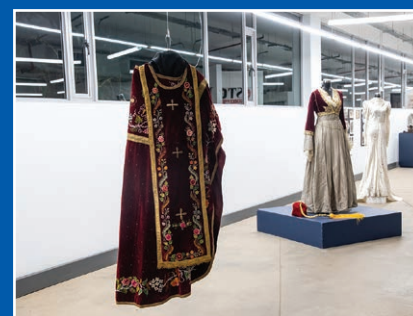
Inspired by the positive role physical disabilities can play in arts education, 'We and the Others' is a project that promotes the inclusion of disabled artists in Art Education. Through the promotion and social awareness of mouth painting, Mr Anton van den Berg challenged our second and some third-year Art Education students to create paintings by mouth. Using other physical means than one's hands to express creatively one's artistic inspiration allows for more explorative freedom and empirical knowledge for both the disabled and non-disabled person.

The exhibition climaxed with the parade of the Doulamas costume which was specially flown in from Greece and worn by Ms Marika du Toit during the evening. The costume is a traditional overcoat linked to Neo-Hellenic History and more specific with the Greek War of Independence (1821) since it was worn by the Greek freedom fighters, depicted in various visual sources of the time and later on. The Doulamas costume was created with the assistance of seamstress Ms Eleni Hasioti by the students at the School of Drama, Aristotle University and under the supervision of Prof Chryssa Mantaka.

Soon after the formal speeches ended, the South African Art Education students performed the Greek Zorba syrtaki dance while plates were smashed at their feet amid the enthusiastic shouts of 'hopa' encouraging them to carry on. After the celebration, Prof Lizette de Jager officially opened the exhibition.



▲ Art Education students performing the Greek Zorba syrtaki dance



▲ Costumes from the Hellenic Archives



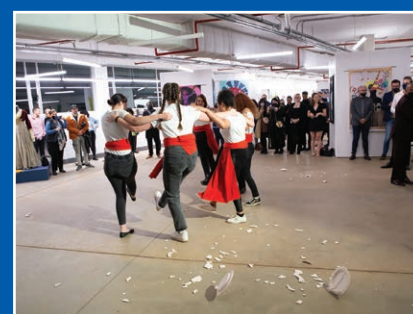
▲ Banners of Liberty



▲ Mouth Painting by Art Education students



▲ Parade of the Doulamas costume



▲ Prof Lizette de Jager officially opens the exhibitions

Prof Mokubung Nkomo receives honorary doctorate from UP

Author: Mecayla Maseka

In recognition of his contribution to the field of social justice and education, the University of Pretoria (UP) recently awarded now retired independent education academic Professor Mokubung Nkomo an honorary doctorate.

'This award comes as a total surprise, but I accept it with deep appreciation,' said Prof Nkomo, who held the position of ombudsman at Unisa between 2014 and 2016. 'It is the culmination of my long career, from the rural hinterland of Mashishing and the one-classroom, multi-grade mine school in Uitkyk, to earning a doctorate in the US and being employed at institutions of higher learning where I taught and conducted research, to returning to South Africa after 30 years and being engaged in academic institutions, among other entities.'

'We wish to congratulate Prof Nkomo for receiving this prestigious award,' said Sharon Mashau, Head of Faculty Marketing and Communication in the Faculty of Education. 'His contributions to academia are of a high level of excellence.'

Prof Nkomo was born in Mashishing (previously known as Lydenburg), to a domestic worker and a mining stock clerk, and says he was not predisposed to a career in education. 'My parents did not go beyond high school, and the only books in our household were the Bible and Leeto la moKresto (The Pilgrim's Progress) by John Bunyan. I was one of the thousands who were force-fed with the poisonous diet of the infamous Bantu Education Act of 1953. The resulting educational malnourishment left an indelible mark, a deficit that I fervently sought to correct in later life.

It was also what inspired him to find his place in the education sector. 'Starting school in the early 1950s under a seriously flawed education system, certainly for black people, inspired me to pursue a career in education.'

Prof Nkomo completed matric in Swaziland in 1966, before receiving a scholarship to study in the US. He holds a Bachelor of Arts degree in Economics (1969) from Pennsylvania State University; a Master of Education in Curriculum Design and Development (1973); and a doctorate in International Education and Development, which he obtained from the University of Massachusetts in 1983.

He began his career in the 1970s as a teaching and research assistant at the University of Massachusetts and went on to hold several positions in other institutions, both in the US and South Africa.

Prof Nkomo has been, among others, an honorary research fellow at the Human Sciences Research Council in Pretoria, Director of the Centre for Diversity and Social Cohesion at UP and Director of the South African Partnership Programme in New York. He also served as a postgraduate studies coordinator in the Faculty of Education at UP, supervising several master's and doctoral students.

Prof Nkomo has written several scholarly books and chapters and has had articles published in international, national and regional journals and various magazines both in the US and South Africa. He has also received several awards and research grants from multiple organisations, including the Ford Foundation, the International Development Research Centre in Canada and the Charles Stewart Mott Foundation.

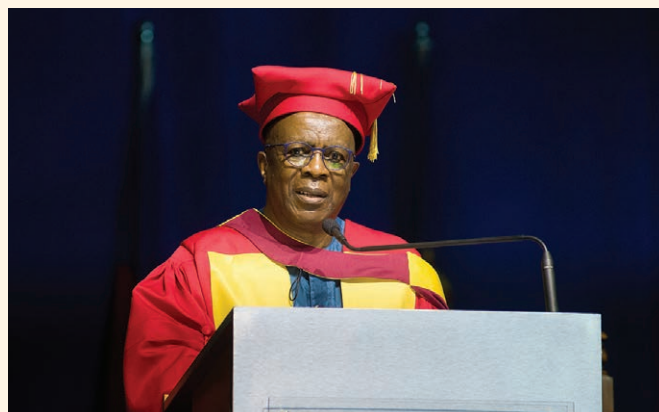


▲ Professor Mokubung Nkomo at a graduation ceremony held recently at the University of Pretoria

'I measure my achievements against my humble beginnings in Mashishing and the bleak circumstances of my life,' he says. 'Given these circumstances early in my life, my projected career trajectory should have been defined by the constraints imposed by the system. My fate should have been abject poverty, chronic joblessness, or physical and mental disorders. The fact that I managed to steer away from a seemingly prescribed fate and end up where I am today is an extraordinary feat.'



▲ Professor Mokubung Nkomo receiving his honorary doctorate at a graduation ceremony held recently at the University of Pretoria



▲ Professor Mokubung Nkomo rendering his honorary doctorate acceptance speech

ECE shines a light on top-achieving student

Authors: Ms Nadia Swanepoel and Dr Joyce West

Early Childhood Education (ECE) students graduated during the autumn graduation. Among the multiple students who received their degree with distinction, the spotlight was on Janika Pretorius, an ECE student who received the Vice-Chancellor and Principal award, along with a silver medal. Janika was the top-achieving student in the ECE department.

In response to Janika's achievements, Dr Joyce West asked her what she learned over the four years. Janika's answer: 'During these four years, I have gained a lot of new knowledge, skills and experience that help me not only in the workplace but also in my personal life. I realised early on that communication and group work are of utmost importance—so choose the RIGHT people!'

When Janika was asked what her most valuable gain from the past four years was, she responded by saying: 'I have really grown a lot in these four years, not only academically but also as an individual. I am grateful for every opportunity the university

has offered me even though it has come with challenges. Something that stood out to me is that I started to believe in myself even more and that my self-confidence increased a lot—DON'T PUT LIMITS ON YOURSELF! The tassel was worth the hassle, not only have I gained a degree, but also the best of friends!'

On a lighter note, Janika elaborated on the aspects she enjoyed the most, and you might just be surprised by her response: '[The] rugby on Mondays was definitely a highlight for me! I also enjoyed all three of the teaching practicals because I was able to learn an incredible amount from my mentor teachers and also because I was able to apply the theory in the classroom.'

Lastly, Janika offered the following advice to students: 'Do not be too hard on yourself—manage your time (and money) well! Make time for academic work, but also make time for yourself! PS: LECTURERS CAN OPEN THE DOOR, BUT YOU MUST ENTER IT YOURSELF!'

While Janika enjoys teaching, she wants to pursue postgraduate studies within the next



▲ Janika Pretorius

two years, along with starting Sepedi classes so that she can teach in this language and contribute to many other learners' lives.

In his congratulatory note, the Head of the Department of Early Childhood Education Prof Azwi Muthivhi said: 'She has done us proud and has surely set a good example to many of the young people in our department who will be following in her footsteps. This already is a remarkable milestone. I wish Janika well in her future endeavours.'

Again, on behalf of all staff in the Department of Early Childhood Education, CONGRATULATIONS! We are proud of you!

'Let us pick up our books and our pens. They are our most powerful weapons. One child, one teacher, one book and one pen can change the world.'

– Malala Yousafzai



A successful start to first-year students' studies

Authors: Ms Nadia Swanepoel and Dr Susan Thuketana

At the end of the first semester, hindsight is important to evaluate some of the most successful practices of the semester. One successful practice was first-year students' positive start to their studies, thanks to a helping hand by final-year students during the orientation week, held in February.

This practice came about when the Early Childhood Education (ECE) package coordinators Dr Susan Thuketana and Ms Nadia Swanepoel decided to reel in the

assistance from final-year students to set first-year students at ease. The final-year students were asked to guide first-year students in the process of working out their timetables, and answer frequently asked questions.

A handful of final-year students volunteered to come to campus and set time aside to help the first-year students in person. The stars of the orientation week were Caitlin de Wit, Monique Visser, Tammi Riley, Serena

Sherrard and Cameryn Strydom. Thank you for shining so bright and being a guiding light for our new students.

This initiative was so effective that the ECE department thanked each of the students for their time and expertise they invested in setting the first-year student up for success. As the package coordination team, we hope to implement further successful practices to support our students the best we can.



▲ Gabi Abro, Caitlin de Wit, Serena Sherrard, Ms Nadia Swanepoel, Cameryn Strydom, Monique Visser (February 2022)



▲ Left to right, front row: Cameryn Strydom, Ms Nadia Swanepoel, Serena Sherrard. Back row: Dr Susan Thuketana, Gabi Abro, Caitlin de Wit and Monique Visser



▲ Left to right, front row: Monique Visser, Serena Sherrard. Back row: Ms Nadia Swanepoel, Tammi Riley, Gabi Abro, Caitlin de Wit, Cameryn Strydom



▲ Left to right, front row: Serena Sherrard, Cameryn Strydom. Back row: Tammi Riley, Monique Visser, Gabi Abro, Caitlin de Wit (June 2022)



Dr Sello Galane narrates his journey to receiving the 2022 PanSALB Multilingualism Music Award at the Galleria in Sandton South Africa on 15 June 2022

Author: Dr Sello Galane

The PanSALB Multilingualism Awards were established in 2002 to promote the use of mother tongue and multilingualism. The awards are bestowed by the Board on individuals/organisations who have excelled in the promotion, protection and preservation of all official languages including Khoi, Nama and San Languages as well as South African Sign Language. Through the awards, the Board fulfils a Constitutional imperative that is located in the peremptory provisions of the supreme law of the land.

The promotion, development, and advancement of official languages is the 6th (sixth) founding provision of the only six cornerstones of our Constitution. Section 6(5) specifically provides that a law of general application be enacted to regulate the establishment of what is today the Pan South African Language Board (PanSALB). This is a statutory body established in terms of Act 59 of 1995 for, amongst others, 'the creation of conditions for the development and for the promotion of the equal use and

enjoyment of all the official South African languages'.¹ Section 6(2) of the Constitution provides, through a peremptory obligation, for the recognition of the historically diminished use and status of the indigenous languages of our people, the state must take practical and positive measures to elevate the status and advance the use of these languages.² It is critical to foreground the fact that the Constitutional obligation to carry out this enormous task is not located in the Bill of Rights³ but in the founding provisions of the Constitution.

Our country's developmental fortunes are grounded in the jurisprudential principle of Transformative Constitutional Democracy where the rule of law, particularly of the supreme law, is sacrosanct. Many a cohort in academia might cringe at my use of the word 'obligation' and argue for academic freedom. Academic freedom is not arbitrary freedom. Rather, it is freedom located within the freedom that is first located in Section 1 (a) of the supreme law. Invariably, that freedom is part of other freedoms

that are inextricable from obligation, on all organs of state, imposed by the Constitution through the mantra of s2 which state unequivocally that:

'This Constitution is the supreme law of the Republic; law or conduct inconsistent with it is invalid, and the obligations imposed by it must be fulfilled.'

Academic freedom is a constitutional imperative provided for in s16(d) of the Constitution as a right to freedom of expression. However, all rights are subject to s38 limitations and have obligations attendant therewith. In academia's fervent endeavours to fulfil the Constitutional and statutory obligations, and its core mandate to churn out research outputs, its sanctions on a myriad of matters are buttressed by the test of legality and reasonable and procedural fairness. This test is inevitable where the administrative law relationship

1 Act 59 of 1995.

2 Section 6(2) of the Constitution of the Republic of South Africa 1996.

3 Sections 7-39 of the Constitution of the Republic of South Africa 1996

continues on page 13 >>

exists between management and staff, staff and students (teaching, learning, assessment and the resulting process) with regard to decisions taken in that continuum. This is regulated and obligated in terms of s33 of the Constitution and Public Administration Justice Active (PAJA).

The research development in academia is bestowed the liberty to enjoy the s16 freedom of expression but is invariably bound to ensure that the administrative action test passes Constitutional and statutory validity and muster. The promotion of previously marginalised languages and their development is therefore not just a human right *per se*, in terms of s30 and s31 of the Constitution, but a pivotal founding provision of what defines the essence of what our country is about. The appreciation of the nub of s6 of the Constitution surfaces when read with the other 5 (five) provisions which define the essence of our country within the ambit of 'human dignity, the achievement of equality and the advancement of human rights and freedoms'.⁴

The section 6 obligation is located within the founding provisions of the supremacy of the constitution,⁵ the definition of citizenship,⁶ the provision on the national anthem,⁷ and the place of the national flag,⁸ in our Constitutional democracy. All the 6 (six) founding provisions can therefore not be celebrated in silos but are transversal obligations for all citizens and organs of state, of which academia is.

The PanSALB awards are carried out in the endeavour to fulfil a Constitutional obligation first, by bestowing to groups or individuals for service to the South African linguistic community. Such service comprises programmes aimed at promoting the use of all the official languages, landmark language-related work, a campaign to increase public awareness of the language domain and profession, etc.

The Music category of the multilingualism award is bestowed on one recipient per annum, just like the Lifetime Achievement award. It profiles only one composer, arranger, performer, and lyricist in the country whose work stands out in its unequivocal demonstration of the remarkable and 'the effective use of multilingualism in an album'. The 2022

recipient ticked all the boxes for the above requirement. The recipient has written, arranged and produced music for the Pula Festival of African music for over 23 years, in 23 albums using 23 languages in a total of 300 original compositions. The festival, through its repertoire, has attempted to recognise the historically diminished use and status of the indigenous languages of our people who have taken practical and positive measures to elevate the status and advance the use of these languages.⁹

I have sought to provide social cohesion tools for a cleansing process of the blood of the fallen victims of attacks on fellow Africans in recent times in South Africa. I further endeavour to forge solidarity with musicians from various countries of the world in order to foster the development, promotion and advancement of linguistic equity within the wider continental linguistic community. This is a trend I initiated over the last 23 years to date. Multilingualism is not 'polyglotism'. Rather, multilingualism is, on the one hand, a citizenry's duty to respect, promote, develop, and advance languages as a remedy for deficient social cohesion both at the community level, nationally, regionally, continentally and universally.

Polyglotism, on the other hand, only showcases individual linguistic dexterity and flair outside the obligations imposed on citizens and organs of state by the Constitution and attendant statutes. The annual Pula Festival of African music has presented over the last 23 years, music in formerly marginalised languages of both official and non-official languages of the Republic of South Africa and the wider African continent. The songs have been composed in the various rhythmic idioms as well as their linguistic texts of Sepedi (SA); Twi and Ghan, (Ghana); Northern Ndebele (SA); Setswana (SA); Igbo and Yoruba (Nigeria); IsiZulu (SA); Shona (Zimbabwe); Tshivenda (SA); Kiswahili (East and West Africa); Xitsonga (SA and Mozambique); Runyankole (Uganda); Tumbuka (Malawi); Somali (Somalia); IsiXhosa (SA), Sesotho (SA); Gikuyu (Kenya); SiSwati SA, and phone aesthetics (Universal folk communities' glottal techniques).

Language is part of culture and culture is a way of life.¹⁰ This confirms that the arts are not the proverbial song and dance, and neither do they have arbitrary

existence. They live and or are afflicted on the basis of the decisions that human beings make in their official positions either in our endeavour to advance human excellence, within the obligatory framework and duty to show respect for human dignity, the achievement of equality and the advancement of human rights and freedoms.¹¹ In 2022, I will further celebrate the intangible heritage that holds humanity together in the 23rd Anniversary of the Pula Festival of Free Kiba Music and movement.

Thanks to Ramasedi for life and creative living, family, musicians, media, patrons and music appreciators of the musical and linguistic tapestry displayed in the Free Kiba Music of Alkebulan,¹² and the University of Pretoria's Humanities Education Department for providing the intellectual home for the furtherance and advancement of music education through research.

Dr Galane has received the 2008/2009 PanSALB recognition for the development promotion and advancement of Kiba music, the 2021/2022 recognition for 'multilingualism' and 10 (ten) other national awards and international recognition by the Smithsonian Institute of American Folklife Centre (Washington DC). He has published 300 original compositions and is a member of SAMRO, SAMPRA, and CAPASO.

References

The Constitution

- The Constitution of the Republic of South Africa 1996

Books

- Ngugi-wa Thiongo *Decolonising The Mind: the Politics of Language in African Literature*. London: Portsouth, N.H.:J. Currey; Heinemann, 1986.

Legislation

- PanSALB Act 59 of 1995
- PanSALB Concept Awards Document 2022
- Public Administration Justice Act

4 Section 1 of the Constitution of the Republic of South Africa 1996

5 Section 2 of the Constitution of the Republic of South Africa 1996

6 Section 3 of the Constitution of the Republic of South Africa 1996

7 Section 4 of the Constitution of the Republic of South Africa 1996

8 Section 5 of the Constitution of the Republic of South Africa 1996

9 PanSALB Awards Concept Note

10 Ngugi-wa Thiongo, *Decolonising The Mind: the Politics of Language in African Literature*, 1986

11 Section 1 (a) of the Constitution of the Republic of South Africa 1996

12 Alkebulan is the indigenous Kemetite name of the continent which later came to be called 'Africa'.

Edtech workshops for OPV312 students:

Providing students with hands-on experiences of applications as well as coding and robotics in education

Authors: Annèl van Rooyen and Gontse Mthelebofu

Annually, the LLITUP team participates in the presentation of OPV312, the Education module focusing on Globalisation in education.

Our section, Theme 3 of this module, is called 'Technology for 21st-Century Education in a Globalized and Socialised World'. During our seven-week-long interaction with the students, they design lessons using five applications suitable for their chosen subject and topic. Students are also engaged in effective teaching practices that need to facilitate such teaching with technology.

To support our online teaching interactions, the class of 2022 had the opportunity to join face-to-face workshops in the Normaal Hall. During May and the start of June 2022, the LLITUP team (Ms Gontse Mthelebofu, Mr Jody Joubert, Mrs Annèl van Rooyen and Ms Fariyah Jaffer), under the guidance of module coordinator Ms Gontse Mthelebofu, presented eight Edtech workshops to these third-year Education students. The first four workshops, presented as four repeat sessions of which students could attend one, focused on the use of applications in education. For two hours, students were practically engaged in the use of various applications (including QR codes, videos and Google Forms) whilst collaboratively engaging on the topic of the Sustainable Development Goals.

The main aims of this workshop were learner-centred content creation and assessment, and for students to realise that proper planning of an intervention/lesson using technology allows for learners to be the drivers of their learning. In this way, a teacher can therefore act as a facilitator. These workshops tied nicely into the module outcomes and 173 students attended these workshops. The second set of four repeated workshops was focused on Coding and Robotics. This field is gaining momentum in South Africa with the recent publication of draft curricula for Grades R to 9. During these workshops, students engaged in computational thinking activities which involved little problems that needed solving through some discussion and critical thinking. Then, students participated in a quick 30-minute competition to see which level of Tanks, a South African app that teaches learners the basic principles of coding, they could reach.

The highest level achieved across all groups was level 15 of 35. For every session, one group was appointed as the winner. Each team member then received a 3D printed frog, courtesy of LLITUP. Students also played with the Bee-bots to design activities that could cover the content of two subjects, while Bee-bot had to move across obstacles and follow student-designed rules. The students were creative in their plans and also gained a great deal in the understanding of the basic directional movements of robots. Seventy-five students attended this workshop.

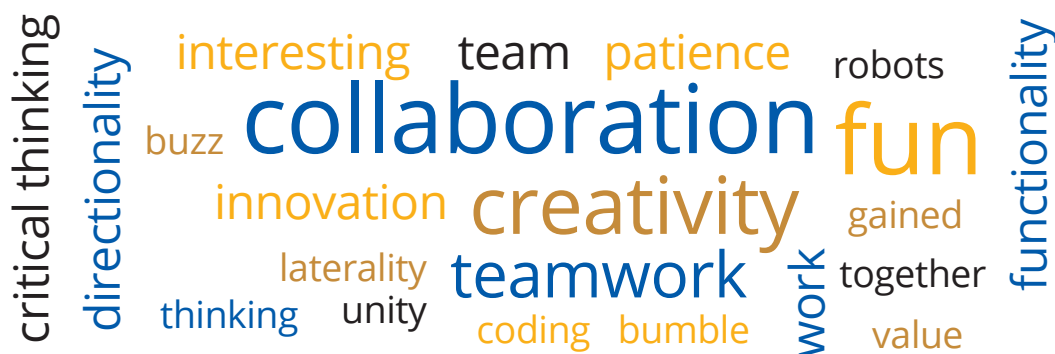


▲ Enthusiastic students attending the Apps workshop



▲ Third-year students planning their Bee-bot activities

What did you gain from this experience?



▲ Students' responses to their gains from the Coding and Robotics workshop

Introduction to the Unit for Distance Education

Author: Thabo Masenamela

On 4 April 2022, the Unit for Distance Education (UDE) hosted an introduction session for newly appointed Heads of Department to get acquainted with the staff and operations of the UDE. The colleagues appreciated the thoughtful gesture and were glad that the session was held as it assisted them to know which department within the UDE to approach whenever they required assistance.



▲ Dr Mary Ooko UDE Manager, addressing the attendees of the session



▲ Prof Siphwe Mthiyane Head of Education Management and Policy Studies (EMPS) receives a gift from UDE presented by Prof Maitumeleng Nthontho, Associate Professor EMPS



▲ Prof Azwihangwisi Muthivhi, Head of Early Childhood Education, receives a gift from UDE presented by Dr Maryke Mihai, Senior Lecturer Science, Mathematics and Technology Education Department

Site visit to Makerere University in preparation for the 2023 DETA Conference

Author: Thabo Masenamela

On 27 March 2022, the Unit for Distance Education team accompanied by Prof Chika Sehoole, Dean Faculty of Education, travelled to Makerere University, Uganda for a site visit in preparation for the 2023 DETA Conference. The visit was to inspect the University's capacity as a co-host of the biannual conference.

The Distance Education and Teachers' Training in Africa (DETA) conference was established to create a platform for African teacher educationists and all those collaboratively working with them on the continent to share knowledge and deliberate on educational issues. The conference has always focused on how practices can be enhanced by learning from the experiences of others, and on how theories and models borrowed from the North can be challenged by more culturally sensitive perspectives developed from empirical data produced in diverse African contexts.

This will be the second time the DETA conference is co-hosted by Uganda (Makerere University) as they previously hosted it in 2007.



▲ From left: Dr Godfrey Mayende, The Institute of Open and Distance Learning; Dr Ruth Aluko, Unit for Distance Education; Prof Chika Sehoole, Dean Faculty of Education; Prof Umar Kakumba, Deputy Vice-Chancellor, Academic Affairs; Prof Paul Birevu, The Institute of Open and Distance Learning and Mr Willem Cronje, Unit for Distance Education.



Advanced Diploma School Leadership and Management Orientation

Author: Thabo Masenamela

On Saturday, 7 May 2022, the Unit for Distance Education (UDE) held an orientation session at the Normal Hall of the Faculty of Education Groenkloof Campus for the first cohort of Gauteng students. The session was a success and was very well attended by students eager to begin the never-ending journey of lifelong learning.

The Advanced Diploma in School Leadership and Management (SLM) is an undergraduate qualification. After obtaining this qualification, students may apply for enrolment for a postgraduate diploma or a BEdHons if they also hold an undergraduate degree.

The academic programme runs in six-month cycles: October to March and April to September. During these months, students are actively engaged in the academic content and activities of their relevant modules. Although a student has five years in which to complete a programme, it is much better to work hard and finish one's studies in the shortest period. The modules for each programme are grouped into blocks. Students do not have access to all the learning material for the programme at the start of their studies. The learning material is accessible in blocks, so a student gains access to new learning material for subsequent blocks after each examination session. This also enables students to organise their learning.



▲ Ms Silindile Mabasa, Instructional Designer UDE, presenting to the attendees

2022 eLearning Africa Conference, Kigali Rwanda. 11-13 May: Great strides to impact across the continent

Author: Thabo Masenamela

Dr Mary Ooko, Manager: Unit for Distance Education (UDE), attended the eLearning Africa 15th International Conference in Kigali Rwanda held from 11 to 13 May 2022 with the theme ICT for Education, Training and Skills Development.

Dr Ooko presented a paper about Challenges in Teaching during COVID-19. The COVID-19 pandemic has posed unprecedented challenges, forcing educational institutions to adopt non-traditional content delivery methods. 'eLearning will continue to be an integral part of everyday learning in African intuitions,' said Dr Ooko in her paper which gave insights into how to manage online teaching and learning to overcome these challenges, bringing to light the experiences and perceptions of the Unit for Distance Education, Faculty of Education, University of Pretoria.



▲ From left: Mwata Chisha, African Leadership University, Rwanda; Silas Musabyirema, Kepler University, Rwanda; Mary Ooko, University of Pretoria

UP EDUCATION AT A GLANCE



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14 PhD programmes

STUDENT PROFILE

5 075

Total number of enrolled
undergraduate students

3 627

Total number of Distance
Education students

83%

Percentage of
black students

Total number of postgraduate students

230 PhD + **284** Master's + **471** Honours =

985

83.89%

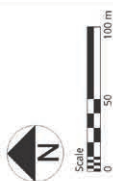
Percentage of
international publications

Groenkloof Campus - S 25° 46' 10" E 28° 12' 35"



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- UP Buildings
- UP Residences / Accommodation
- Other Buildings
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- Walkways
- Roads
- Parking
- Visitors' Parking
- Parking for Disabled Persons
- Student Parking
- Sports Fields
- Vehicle Access
- Pedestrian Entry
- UP Information Desk
- Public Toilets
- Toilets for Disabled Persons
- Retail and Dining Facilities



BUILDINGS		RESIDENCES / ACCOMMODATION	
8	Administration	A5	Stores
9	Director: TuksRes	A5	Student Centre
10	Alcohol Building	C5	Ikageng
11	Auditorium	B7	Tritsano
12	Guest houses 1, 2 and 3	D5	Hayati
13	Guest house 4	E	TuksRes: Dining hall
14	Cleaners' office	B	Zimla
15	Cricket club house	A6	
16	Director: TuksRes	D3	Staff accommodation
17	Faculty Library: Education	A5	Pavilion
18	Guest houses 1, 2 and 3	D6	Recycling station
19	Guest house 4	D6	Site-contractor complex
20	Cricket club house	C5	Technical Services
21	Director: TuksRes	D5	Technika
22	Faculty Library: Education	D5	Sports-fields ablutions
23	Guest houses 1, 2 and 3	B5	Sports-fields ablutions
24	Guest house 4	D3	UP EMERGENCY NUMBER: 012 420 2310
25	Cleaners' office	A6	
26	Cricket club house		
27	Director: TuksRes		

Map updated June 2019
Disclaimer: Whilst every effort has been made to ensure that the information provided on this map is current and accurate, users should not assume that this is always the case. The University of Pretoria makes no representations or warranties of any kind, whether expressed or implied, regarding the accuracy of the map. The University of Pretoria, its employees, officials, suppliers, agents and/or representatives shall not be liable for any loss or damage suffered by the user, whether direct, indirect or consequential, or for any expense of any nature whatsoever resulting directly or indirectly from reliance on the map.



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