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In-tuition

Newsletter of the Faculty of Education at the University of Pretoria



November/December 2021 | Vol. 15 – No. 3

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World Teacher of the Year

CEA represented at the European
Conference for Education Research

UDE launches digital literacy campaign
to bridge the digital divide

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***In-tuition* is the official newsletter of the Faculty of Education, University of Pretoria**

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Message from the Dean

What a year!

As the end of the year approaches, we have an opportunity to pause and reflect on what the year has been like. For several reasons, the 2021 academic year will go down in history as a year like no other.

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



First, when the University opened in the first week of January, we were in the middle of the second COVID-19 wave and the country was under Level 2 lockdown. Since access to the campus was limited, many members of staff and students worked from home. Second, student registrations and orientation were conducted virtually in March 2021 (almost six weeks later than the normal registration period), with teaching and learning only commencing in the third week of March. The period also marked a full calendar year without us being in physical contact with our students in the aftermath of the outbreak of COVID-19 in March 2020.

Another unusual experience was the registration of a second cohort of students whom we had never physically taught, since contact teaching and learning had been terminated in March 2020. This means that we now have two cohorts of students at the University and in our Faculty with whom we have never had physical contact. The beginning of the academic year also marked a year since the entire staff complement had been physically away from campus. A year ago such a situation would have been unimaginable!

These firsts came on the back of a difficult 2020 academic year, when teaching and learning, assessment and examinations moved online. Both first- and second-semester examinations had been conducted online in the context of an adjusted and extended academic year. The late start of the 2021 academic year also meant that we would have an adjusted academic calendar

year with shorter vacations between the semesters while navigating various lockdown levels.

At the centre of these difficult years were (i) academic staff who enjoy and missed physical contact with their students; (ii) dedicated student administrative staff who missed their contact service to their students; (iii) human resources and departmental administrative staff who missed physical contact with staff whom they had physically serviced in the past; and (iii) two cohorts of students who had never enjoyed normal university campus life, including contact teaching.

Despite all these challenges, the Faculty still managed to perform well, thanks to everyone's dedication to their work. We managed to obtain a 94.18% undergraduate student success rate and awarded 78 master's and 35 doctoral degrees. Due to the difficult COVID-19 conditions we could not celebrate the achievements of our students as graduation ceremonies had to be held virtually for the second successive year. We have managed to produce a record 0.76 publications per staff member—up from 0.54 during the previous year—of which 86% appeared in international publications.

In the second half of the year the Faculty underwent a quinquennial review and the feedback received pointed to some strengths in the Faculty in terms of leadership, responsiveness to the needs of the education system and positive culture,




as reflected by the commitment and loyalty of staff to the Faculty and the University. However, attention should be paid to some areas, including focus on post-graduate work and inter- and transdisciplinary research.

Some of the year's highlights include staff promotions, new NRF ratings and the publication and launch of new books.

I would like to take this opportunity to thank our academic, administrative, professional and support staff for their hard work and dedication. As we take a well-deserved break, I wish everyone a happy and relaxed holiday and trust that when you return in 2022 you will be well rested and driven to continue with our good work of being of service to society.

Prof. Chika Sehoole
Dean: Faculty of Education

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.

Postgraduate students in the Faculty of Education excited as they receive multiple awards at the Faculty Research Indaba

Author: Mrs Sharon Mashau – CPRP

The postgraduate students of the Faculty of Education who attended the Faculty Research Indaba were overjoyed when they received various awards for the different projects in which they have been, and in some cases still are engaged in fulfilment of their postgraduate programmes.

The annual event took place virtually on 5 October 2021, when postgraduate students presented their work under different categories. The Faculty Research Indaba is one of the many Faculty events hosted by the Dean. The aim of this event is to provide postgraduate students, in particular master's and PhD students, with a platform for showcasing their research projects. The students submit their abstracts in advance for review and scoring, and are

given the opportunity to present their research work on the day for adjudication and the awarding of various prizes.

For the 2021 Faculty Research Indaba, there were six categories, namely novice master's, master's in progress, completed master's, novice PhDs, PhDs in progress, completed PhDs, and best presentation for the day in each of these categories. A total of 16 prizes were awarded to 13 winners, some of whom received more than one prize. In recognition of those students who had taken the time to work on their presentation and present their research projects on the day, the Faculty issued all the participants with certificates of participation.

Faculty of Education presents a successful annual virtual book launch

Author: Mrs Sharon Mashau – CPRP

The Faculty of Education held its annual virtual book launch on 25 October 2021. This event recognises the work done by academics in the Faculty and is organised to thank them for their contributions to the social sciences body of knowledge. This year's event was graced by the presence of Professor Norman Duncan, Deputy-Vice Chancellor: Academic at the University of Pretoria.

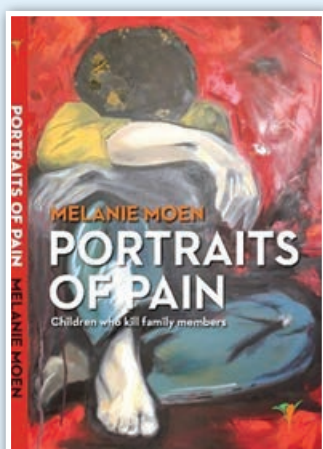
In his opening address, Professor Chika Sehoole, the Dean of the Faculty of Education, welcomed the authors and congratulated them on their achievements. He continued by saying: 'The books launched today are a testimony and a commitment to the level of scholarship in the Faculty. I would like to congratulate our authors whose books are being launched today for the immense contribution they are making to knowledge production in the social sciences.' In particular, he mentioned the achievement of Professor Funke Omidire from the Department of Educational Psychology who had published and launched two books in the past two years. He further stated that the Faculty is proud of its ability to achieve academic excellence through

teaching, learning, research and engagements associated with its distinctive PQM. The University of Pretoria is a research-intensive institution of higher education and the publication of scholarly books promotes the standing of both the Faculty and the University.

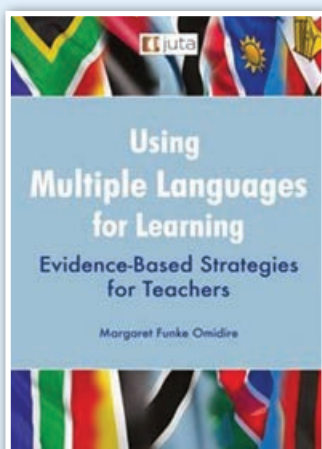
Professor Duncan thanked the Faculty for inviting him to the event and proceeded by congratulating the Faculty and its leadership for the tremendous achievement. He said: 'I have noted with great interest the number of books published by the Faculty of Education and believe that this year you have outdone yourself.' He then congratulated the authors and all the departments that had made it possible for this project to be pursued, stating that although it had required many sacrifices, the end result made it all worthwhile.

Concluding the proceedings, Professor Sehoole thanked everyone who had worked hard to make the event possible.

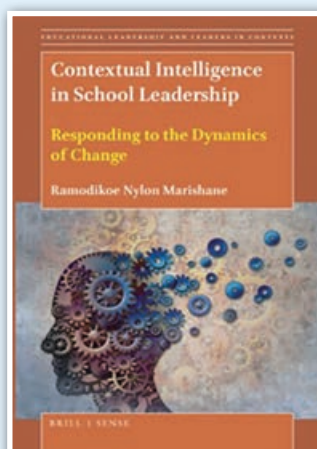
The following books were launched at this prestigious event:



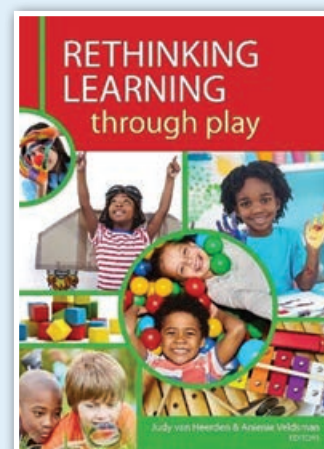
- ▲ Moen, M.C. 2021. *Portraits of pain: Children who kill family members*. Cape Town: Imbali Publishers. ISBN:978-0-6399140-8-4 (print) 978-0-399140-9-1 (e-pub).



- ▲ Omidire, M.F (ed.) 2021. *Using multiple languages as a resource for learning: Evidence-based strategies for teachers*. Cape Town: Juta Publishing. ISBN:9781485130598 (print) 9781485130604 (eBook).



- ▲ Marishane, R.N. 2020. *Contextual intelligence in school leadership: responding to the dynamics of change*. Leiden: Brill Sense. ISBN 978-90-04-43125-6.



- ▲ Van Heerden, J. & Veldsman, A. (eds.) 2021. *Rethinking learning through play*. Pretoria: Van Schaik Publishers.

Prof Rian de Villiers Present a Virtual Inaugural Lecture on Teachers Migration on South Africa

Author: Mrs Sharon Mashau – CPRP

The Faculty of Education hosted an inaugural lecture which was presented by Professor de Villiers on 06 September 2021. In his lecture, Prof de Villiers' lecture provided his valuable insight on the Migration of Teachers in South Africa. The lecture succinctly captured the experiences of mainly migrant teachers in South Africa, which in the main are reflective of the experiences of migrant skilled workers globally. Much as there are many factors that pull skilled workers from the region to South Africa, there are also pull and push factors that drive South African teachers to other destinations, mainly in the global north.

Issues of identity which are related to the reconstruction of their personal and professional identities including immigration status, employment status, re-certification, professional and cultural

marginalisation, and professional and cultural isolation were highlighted. Despite these challenges, the paper also provided some rewarding experiences including financial rewards, the respect and acceptance from their learners, community, and colleagues which these migrant teachers enjoy.

These teachers help South Africa in dealing with shortage of skilled teachers critical scares fields especially science, technology and mathematics. The inaugural lecture was part of the University of Pretoria series of inaugural lecture that took place during the year in review. The faculty worked with different internal and external stakeholders to ensure that the event is a success. The full lecture can be accessed from: <https://www.youtube.com/watch?v=UaZTBrbyHUo>.



▲ Prof Rian de Villiers

Academics in the Faculty shares their research projects at the Faculty Virtual Research Day

Author: Mrs Sharon Mashau – CPRP

The Faculty of Education held its annual faculty research day which took place on 06 October 2021. The research day was aimed at showcasing different research projects that the faculty is engaged in. The research day was held under the topic '*Education research responsiveness in a time of global challenges*'. The faculty researchers and academics were provided with sub-themes that they needed to focus on when submitting their abstracts.

These research sub-themes presented covered Education research responsiveness to:

1. COVID-19
2. The alleviation of poverty
3. Educational change (curriculum, assessment, pedagogy)
4. Early Childhood Education
5. Technological access and success

6. The educational policy landscapes
7. Social contexts and the future development of society
8. Educational leadership
9. The learning context to better prepare students for living and working in a "global age".

A total of 13 Academics presented 10 papers over 4 sessions. Amongst the invited guests, the event was graced by the attendance of Prof Hasina Ebrahim, a Research Professor: Department of Early Childhood Education (UNISA) who presented a paper on '*The Global Pandemic: Provocations from the early childhood development experience*'. The event yielded very successful results as academics shared and engaged in the different issues in their fields of expertise within the parameters of the event theme.



The Faculty of Education holds yet another Annual Faculty Research, Teaching and Learning Awards Ceremony

Author: Mrs Sharon Mashau – CPRP

The 2021 annual Faculty Research, Teaching and Learning Awards ceremony was held virtually on 19 November 2021. The event was graced by the presence of Dr Carol Nonkwelo, Senior Director: Research and Innovation at the University of Pretoria, who provided a congratulatory remarks to all the awards recipients.

Teaching and Learning Awards:

The 2021 Teaching and learning awards were awarded to multiple staff members based on criteria's as stated below:

Model Lecturer of the Year Award

- Small class (10–50): Dr Corene Coetzee (SMTE)
- Medium class (50–200): Mr Jody Joubert (SMTE)
- Large class (more than 200): Dr Clinton van der Merwe (HE)

Future Educator Award

- Small class (10–50): Dr Sameera Ayob-Essop (EP)
- Medium class (50–200): Dr Melanie Moen (ECE)
- Large class (More than 200): Ms Nelé Loubser (ECE)

Department Dreamteam Award

- Small (100–1000): Educational Psychology
- Medium (1000–2000): Education Management and Policy Studies
- Large (2000 and more): Science, Mathematics, Technology Education

ClickUp BusyBee Awards

- Dr CA Emereuwa (JLW 312) SMTE
- Dr Kgothatso Malatjie (OPV 212) HE
- Dr Annelize du Plessis (OPV 112) HE

Postgraduate supervisor awards

This year the top postgraduate supervisors in the faculty for their exceptional work in achieving their student output were awarded to the following staff members:

- The 1st category: best supervisor with the most number of Masters students graduated: Professor Johan Wasserman
- The 2nd category: best supervisor with the most number of PhD students graduated: Professor Linda van Ryneveld
- The 3rd category: best supervisor with the most number of Masters students graduated in minimum period: Professor Surette van Staden and Professor Johan Wasserman
- The 4th category: best supervisor with the most number of PhD students graduated in minimum period: Doctor Melanie Moen and Professor Linda van Ryneveld

The supervisor awards cover the graduation period September 2020 and April 2021.

Research Awards

The last category was the Research Awards. The faculty awarded the latest top 4 researchers in the faculty as per publication units. These research awards covered the work done in 2019 as the publications runs 2 years behind. The faculty had the 2nd and 1st runner up for the Best Achiever Award, The Best Achiever Award and The Best Researcher Award. The awards we awarded to the following staff members:

- 2nd Runner up for the Best Achiever Award: Professor Marien Graham
- 1st Runner up for the Best Achiever Award: Doctor Kolawole Samuel Adeyemo
- The Best Achievers Award: Doctor Ronel De Villiers
- Our top award, which is The Best Researcher Award is awarded for exceptional performance in research publication was received by: Professor Liesel Ebersöhn





Prof Kobus Maree presents two papers at the 32nd International Congress of Psychology

Authors: Prof Kobus Maree and Mrs Sharon Mashau – CPRP



▲ Prof Kobus Maree

Professor Kobus Maree, a full professor in the Department of Educational Psychology, was invited to present a keynote address and a workshop at the 32nd International Congress of Psychology held in Prague, Czechia, from 19–23 July 2021.

The keynote address was titled 'Promoting group, self- and career construction counselling: Linking conscious knowledge with subconscious insight'.

Prof Maree started his address by stating that the future is here already, and that the unpredictable world of work is changing continually, rapidly and fundamentally. Moreover, the pace of change is accelerating all the time—something that career counselling needs to respond to in a timely, appropriate and innovative manner. From time to time we all experience work-related challenges such

as lack of fulfilment, disappointment and trauma in the workplace; however, people's personal and work-related circumstances and challenges do not define who they are or can become. The opposite is true: If we want to, and with the necessary support structures and mechanisms to rise to challenges, we have the power and innovativeness to convert our greatest challenges (personal and occupational) to opportunities and successes, inaction to action, 'problems' to growth areas and strengths, questions to answers (and answers to further questions), and subconscious life themes to conscious motivations to make a success of our lives. Humankind has consistently done so throughout the ages. No matter how overwhelming the challenges facing us, we can master actively what we have suffered or are suffering (often passively).

He proceeded by stating that each of us can choose to look through a lens of despair at the future of work, at our individual and collective (perceived or real) threatened career-life prospects, and at whether the notion of purposeful work is about to disappear forever. Conversely, we can choose to regard constant change as a source of hope and inspiration. He explained how career counsellors can integrate stories and scores in career counselling to help people connect what they (and we) consciously know with what they (and we) are aware of subconsciously to help them make meaning of their career lives, find a sense of purpose, and (re-) discover a sense of hope for the future.

The workshop presented by Professor Maree at the same event dealt with 'Integrating 'stories' and 'scores' to facilitate

counselling for career construction to individuals and groups of people' and aimed to show participants how contemporary career counselling can be administered to individuals and groups to help them confront some of the main challenges imposed by Work 4.0 on the workplace and on people's personal lives. Participants were introduced to and completed a novel, storied career counselling questionnaire (the Career Interest Profile (CIP)) online. They discovered practically how the traditional career counselling approach compares to the narrative approach.

The CIP was developed from the (self-) developmental, storied (psychodynamic), differential and 'trauma theory' perspectives to elicit people's multiple micro-life stories, uncover their central life themes, promote clarification of their career-life identity, and enhance their self-exploration. Above all, participants learned how to elicit advice from within regarding how to convert issues and concerns to themes of hope that can advance their individual life projects and (re-)kindle their sense of hope and meaning. Using this method enables psychologists to heal and restore ('hand back') people's sense of hope, purpose, self-respect and dignity.

The International Congress of Psychology (ICP) is organised every four years. The main organiser of the 32nd ICP, under the auspices of the International Union of Psychological Science (IUPsyS), was the Czech and Moravian Psychological Society (ČMPS), supported by the Union of Psychological Associations of the Czech Republic (UPA ČR).

UP Faculty of Education hosts the 2021 DETA Virtual Conference

Author: Thabo Masenamela

For the first time ever, due to COVID-19 lockdown restrictions, the DETA conference was held virtually from 3–5 August 2021. The biannual conference was hosted by the Unit for Distance Education at the Faculty of Education, University of Pretoria (UP), in conjunction with the South African Institute for Distance Education (SAIDE).

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.

The theme for this year's conference was 'Reimagining African Teacher Education through Distance for a Post-pandemic Future'. The sub-themes addressed four

major aspects of distance teacher education content, namely pedagogy, technology and the management of distance teacher education. The conference was well attended and went from a continental to a global-scale conference with distance education professionals from African and international institutions of higher learning who registered as delegates to virtually attend the conference. The countries that were represented included the United Kingdom, Portugal, Kenya, South Africa, Eswatini, Uganda, Lesotho, Ghana, Namibia, Nigeria, Zimbabwe, Mauritius, Rwanda, Japan and Canada.

The opening address was delivered by Professor Tawana Kupe, Vice-Chancellor and Principal of UP. Keynote speakers included Prof Asha Kanwar, CEO, Commonwealth of Learning, Burnaby, Canada; Prof Meoli Kashorda, Executive Director, Kenya Education Network (KENET), Kenya; Prof Jessica Aguti, Director, Institute of Open, Distance and e-Learning, Makerere University, Uganda; and Prof Linda van Ryneveld, Head: Comprehensive Online Education Services, UP, South Africa. The discussion panellists were Dr Moneoang Leshota, Senior Researcher, Mamelodi Campus, UP; Dr Kris Stutchbury, Open University, UK; Dr Pritee Auckloo, Mauritius Institute of Education; Prof Silvan Abeka, Dean, School of Informatics and Innovative Systems; and Jaramogi Oginga Odinga

University of Science and Technology, Kenya. The panel discussion was chaired by Prof Mpine Makoe, Chair, Commonwealth of Learning, University of South Africa.

The DETA conference is the brainchild of the Unit for Distance Education in the Faculty of Education at UP. A decision was taken from the onset to adopt a collaborative approach in hosting the conference. Hence, the DETA maiden conference held in 2005 was hosted by the University of Pretoria, South Africa, in collaboration with key national partners the South African Institute for Distance Education (Saide), The National Association of Distance Education and Open Learning in South Africa (NADEOSA) and the University of South Africa (UNISA). However, the South African Institute for Distance Education (Saide) has remained a co-host since its inception.

Previous DETA conferences were co-hosted by Uganda (University of Makerere, 2007), Ghana (University of the Cape Coast, 2009), Mozambique (Eduardo Mondlane University, Maputo, Mozambique, 2011), Kenya (University of Nairobi, 2013), Mauritius (Mauritius Institute of Education, 2015), Rwanda (University of Rwanda, College of Education, 2017) and Nigeria (University of Lagos, 2019). The next conference is scheduled to take place in 2023 and the host will be announced in due course.



Professor Maree presents a keynote address at the World Council for Gifted and Talented Children Congress

Authors: Prof Kobus Maree and Mrs Sharon Mashau – CPRP

On 30 July 2021, Professor Kobus Maree presented a keynote address on 'The use of integrative, QUALITATIVE+quantitative career counselling to identify gifted learners and help them design successful lives' at the World Council for Gifted and Talented Children Congress ('Developing the future of gifted education') held at the Western Kentucky University, in Kentucky, USA.

In his address, Prof Maree stated that the world today is rapidly undergoing fundamental changes, and that the dire situation in the Global South, in particular, has been made worse by spiralling unemployment rates following major changes in the global economy and the impact of the COVID-19 pandemic. A strong response to these changes is needed from theoreticians, researchers, practitioners and policymakers involved with gifted learners.

Prof Maree first discussed the reality that millions of gifted learners from across the globe have never been given a fair chance in life to meaningfully construct themselves and their careers. He continued by saying that these learners (from across the diversity spectrum) may conceivably have made major contributions to humankind. The world may have lost the contributions of people like Mother Teresa, Isaac Newton, Albert Einstein, Sigmund Freud, Nelson Mandela, Kofi Annan and many other luminaries. He continued by pointing out that by merging information obtained

from quantitative approaches (test 'scores') with information obtained from qualitative approaches ('stories'), career counsellors can identify giftedness and help gifted students to experience a sense of hope and purpose in their lives, thus enabling them to contribute to societal advancement.

Finally, he discussed the theory underlying an innovative, integrative QUALITATIVE+quantitative approach to career counselling for gifted learners. Three key themes of pertinence for career counsellors recurred throughout the presentation.

First, that they should help gifted learners to advise themselves instead of 'being advised' by 'experts'. Second, that they should listen *for* (instead of *to*) gifted learners' 'stories' to help them choose and construct their careers and themselves, become adaptable and employable, and design purposeful and hopeful lives. Third, that they should help gifted learners to consciously connect what they know about themselves with what they are subconsciously aware of about themselves.



▲ Prof Kobus Maree

Leadership Development in the TVET sector: Lessons learnt from a blended learning approach

The Postgraduate Diploma in TVET was developed in 2019 in collaboration with the Technical University of Munich (TUM) and was internationally benchmarked using an inquiry-based blended learning approach. The one-year Postgraduate Diploma in TVET was implemented in 2020. In the same year, colleagues involved in presenting the programme, Prof Salome Human-Vogel and Drs Suzanne Bester, Marius Pienaar, Celeste Combrinck and Tanya Smit, received a SoTL grant titled 'The development of leadership competencies through a blended, inquiry-based approach to teaching and learning'. A research project was registered with the Ethics Committee to research various aspects of teaching and learning in the programme over the next five years. One of the first studies conducted as part of this project explored how participants experienced the blended learning approach.

On 27 August, Drs Suzanne Bester and Tanya Smit presented their paper on 'Professional leadership development training for the TVET sector: Lessons learnt from a blended-learning approach' at the 7th Flexible Futures 2021 conference. Their study reported on the experiences of the first cohort of 2020 participants and how the blended design of this programme

had influenced their engagement with the programme and supported the development of their managerial skills.

The findings of this study indicated that the blended learning approach inspired the participants to learn how to use technology to enhance teaching and learning. The lecturers who facilitated the blended learning in this programme became powerful models for the participants who were determined to implement the blended learning approach they had experienced in the programme in their own institutions through strategic visioning and planning. The participants found it challenging to adjust to working from home while also studying during the COVID-19 lockdown period. However, a noticeable paradigm shift was accomplished when they were inspired and motivated by learning how they could network with international and national peers and experts in the fields of education and industry through online learning sessions. The first group of participants graduated on 21 April 2021.

From 8–9 November, Drs Suzanne Bester and Tanya Smit attended the Virtual International Conference on Education, Research and Innovation (ICERI, 2021)

in Seville, Spain, where they did another presentation on the abovementioned research study.



▲ Graduation of the first cohort of PG Dip in TVET students (April 2021)



▲ PGDip in TVET partners and lecturers at the programme launch in 2020

Resilience takes centre stage at conferences across the world

Author: Prof Linda Theron

Resilience, or the capacity to function competently when life circumstances or events are significantly stressful, has long been a popular and relevant research focus. The COVID-19 pandemic and its myriad related stressors have underscored that popularity and relevance. Linda Theron, a professor in the Department of Educational Psychology and affiliate of the Centre for the Study of Resilience, thinks that this hunger to know more about resilience—and the complexities of the multisystem resources that make positive adaptation to significant stress possible—is the reason for the strong focus on resilience at many 2021 conferences. Linda was invited to provide the opening keynote address at the South African Association for Counselling and Development in Higher Education (SAACHDE) Conference in September.

She was also invited by the Centre for Resilient and Inclusive Societies (CRIS) in Melbourne, Australia to present the closing keynote address at their international conference held in October, where she

delivered an address titled 'Understanding everyday resilience'. Furthermore, she presented resilience-focused papers at the 4th International Research and Practice Conference organised by the Herzen State Pedagogical University in St Petersburg, Russia (October 2021); the International Psychological Forum (June 2021); and the Psychological Society of South Africa's student mental health webinar (May, 2021). In all these papers, Linda drew on cutting-edge insights flowing from the Resilient Youth in Stressed Environments (RYSE) study that she co-leads with Dr Michael Ungar (Canada Research Chair in Child, Family and Community Resilience; Director, Resilience Research Centre, Dalhousie University).

In particular, the RYSE study has shown that human resilience—also in COVID-challenged times—requires contextually relevant resources that are distributed across multiple systems, including those in the built and natural environments, which work in concert to support positive outcomes. Put differently, human resilience

requires a bio-psycho-social-ecological composite of relevant resources that invariably demand trade-offs as well as respect for how situational and cultural contexts nuance the resources that matter most.



Professor Ruth Mampane delivers a keynote address at the Annual International Conference of the Department of Educational Foundations, University of Nigeria, Nsukka

Authors: Prof Ruth Mampane and Mrs Sharon Mashau – CPRP



▲ Prof Ruth Mampane

Prof Ruth Mampane was invited to deliver a keynote address at the Virtual Annual International Conference of the Department of Educational Foundations held at the University of

Nigeria, Nsukka on 30 September 2021. The aim of the conference was to engage in scientific research and scholarly discussions that could lead to finding solutions to multifaceted challenges that might emerge due to an economy driven by technologies and innovation. The conference presented the view that Nigerian education in the 21st century is faced with some major challenges, including corruption, insecurity, the politicisation of education, indiscipline, bad governance and teachers' unwillingness to engage in blended learning. The focus on rebranding education in Nigeria's institutions of higher education and the broader education sector is motivated by global technological advances that are used to provide teachers with educational opportunities and resources to inspire creativity, thinking skills, problem solving, collaboration, communication and digital literacy.

Prof Mampane presented a paper titled 'Rebranding education, inclusive policy and technologies in the 21st century'. This focus on rebranding education aligns itself to inclusive education and emphasises Article 26(1) of the Universal Declaration of Human Rights (1948:4), which states that 'everyone has a right to education. Education shall be free, at least in the elementary and fundamental stages'.

The South African Constitution embraces inclusive education (IE) and agrees with the Universal Declaration of Human Rights—something that is not so clear in Nigeria. The South African Constitution 1996 (Article 29, 1) clearly states that everyone has the right 'to a basic education, including adult basic education; and to further education, which the state, through reasonable measures, must make progressively available and accessible'. Thus, while focusing on rebranding education, it is clear that no child should be left behind and the following questions were focused on to encourage reflection and future planning:

1. How many Nigerian children with disabilities do not attend school?

2. How is access created for learners with disabilities?
3. What is the role of HE institutions in providing training and specialisation in inclusive education for teachers?

One question that was essential to address the quality of education remained: How has COVID-19 disruptions affected the inequalities in education and progress made towards access to education? This led to the understanding that the COVID-19 pandemic has exposed the limitations of face-to-face pedagogies and highlighted the need to focus on blended and hybrid learning, including online learning.

Knowledge and understanding of various models of teaching and learning that are currently practised worldwide, mainly due to the interruption of education by the pandemic, were discussed. South Africa was used as a case study based on both the schooling and the higher education systems. The focus on how South Africa approached and continued with education during the pandemic was key to reflecting on a suitable model and framework for the necessary rebranding of education during and after the end of the COVID-19 pandemic in Nigeria. The following strategies—most of which are used in South African schools and institutions of higher education—were shared to encourage planning and further research.

According to UNESCO (2020, p. 35), during and post COVID-19, teaching and learning can move to embrace a combination of some of the following key pedagogical strategies:

1. **Face to face (in-person model):** Learning occurs in the classroom in person. This model of teaching and learning is used and known to lecturers/teachers in the education and schooling system.
2. **Homework mode:** This model is used in line with the in-person model (mostly within the schooling system). In this case, the lecturer/teacher will transmit new content and concepts and learners will complete the work remotely (at home). The disadvantage of this model is that parents (who are supposed to help the learners to complete the work) cannot review in-person instructions, which can make completing of assignments difficult.
3. **Flipped classroom model:** This model allows students/learners to come to class prepared, after having received instructions and having read about the lesson before it is presented. Students/learners learn concepts remotely and complete exercises and assignments

in the classroom. If used within the schooling system, this model will require the assistance of parents/caregivers (as students may forget the instructions).

4. **Synchronous live:** One group is taught in class while another is simultaneously taught remotely through video conferencing. This model can be disruptive, especially when used within the schooling system, and might not be ideal for schools. The disadvantage of this model for students/learners who are online is that they cannot review instructions (online) and may find it difficult to follow the lesson.
5. **Asynchronous hybrid:** This model alternates between face-to-face instructions in a classroom with asynchronous online teaching where students complete coursework on their own. It requires support and more investment from the lecturer/teacher.
6. **Remote model:** All learning is done remotely (alone with no teacher contact). This is not effective for particular age groups and for students/learners who experience learning disability. In South African schools, remote learning occurred mostly when schools were closed during the early part of the COVID-19 pandemic. The teachers are not able to supervise learning and the learners' parents/caregivers are expected to monitor their progress.

UNESCO (2020) emphasised the following:

- At institutions that do not offer distance education, online teaching (the use of technology) is a tool that should be used to supplement face-to-face teaching, and not to replace the primary mode of content delivery.
- Policy protocols on the use of digital technologies in teaching and learning should be in place and implemented.
- Lecturer/teacher training in hybrid programmes and online learning is a key requirement before implementing hybrid teaching.
- It is important that lecturers/teachers/students and learners be trained in digital literacy and skills.
- Access to digital infrastructure is needed to enhance and improve hybrid learning.
- The promotion of equity and access to resource for learners with disabilities and disadvantaged groups in society are important, especially in the case of marginalised communities and learners in remote areas and in poverty-stricken communities and families.
- Consideration should be given to the regulation of data costs to enhance and enable online learning.

Faculty of Education intervenes to curb hunger among students

Author: Mrs Sharon Mashau – CPRP

The intervention in the Faculty of Education to curb hunger among its students led to the launch of a funding project undertaken in collaboration with the Department of Institutional Advancement to receive funding from good Samaritans. Specific circumstances, discussed below, had led to the need for such a project.

In 2017, the Faculty transformed its recruitment strategy with the aim of providing access to non-traditional prospective UP students. Partnering with the Initial Teacher Education Directorate in the Department of Basic Education, who is the custodian for the Funza Lushaka bursary, the Faculty decided to target deserving prospective students who would normally not be able to further their education and offer them the opportunity to study in the Faculty of Education.

However, money was needed to be able to reach every deserving student. Most of the students from the non-traditional UP markets were not able to apply as they could not afford either the application fee or paying for transport to a town where they could visit an internet shop to apply for admission online. The Faculty then decided to assist by doing the following:

1. Waiving the application fee for prospective students who qualified for a Funza Lushaka bursary, which meant that they could gain access to UP free of charge.
2. Using application forms to be filled in manually and making arrangements with the central admission office to allow members of the administrative staff to capture the information from those forms. This was done to spare applicants the trouble of finding money for transport to the nearest town with an internet shop, which could be many kilometres away.
3. Admitting students with a promissory letter from the DBE Funza Lushaka bursary office to UP residences without requiring a deposit.
4. Registering students for modules before payment is received.

All the above undertakings improved access to the University and saw the Faculty reaching and even exceeding its admission target.

The fact that the Faculty exceeded its admission target resulted in its resources being stretched, which led to the establishment of the Student Engagement and Support Office (SESO).

For many student the transition from rural to urban life, and from high school to tertiary education is challenging, and the SESO office assists students in this regard. There are two student advisors, one of whom assists undergraduate while the other supports postgraduate students. The office also offers academic assistance, helps to ensure the wellbeing of students and assists with mental health and humanitarian issues by, among other things, supplying food and a little cash when necessary.

The SESO office serves as an office where students from all ethnic groups can receive quick and valuable assistance when they need financial information, accommodation or advice about personal problems. Even staff members can approach the office for assistance when, for different reasons, they feel frustrated by the system. The monitoring of communication between the Faculty and stakeholders has also been improved.

Communication between the Dean's Office and the student body in the Faculty has improved tremendously. The members of the Faculty Transformation Committee including students and Faculty management is commended for taking their issues into consideration.

Both undergraduate and postgraduate students have found a place where they can vent their frustrations caused by the COVID-19 pandemic, supervisors, or their studies in general. They can be comforted, encouraged and motivated, and be advised on how to move forward. The SESO office has turned into a shock absorber between lecturers and students and most of the issues are resolved before they get out of hand. First-year students receive emotional support and feel comfortable about sharing whatever issues they have with the office.

This initiative has resulted in people living in rural areas being aware of UP's willingness to admit promising students from designated groups. During the recruitment cycle, representatives of the SESO office visit municipalities and chieftaincies to recruit students, which has changed people's perception of the University and improved its visibility.

The Faculty has also succeeded in reducing the number of indebted students as the majority of the students from the rural areas have been awarded bursaries as a result of the Faculty's close collaboration with the DBE's office for Initial Teacher Education and its role as a custodian of

the Funza Lushaka Bursary. Funza Lushaka bursaries are awarded only to high-performing students, which means that we also get students who have obtained distinctions.

During the road shows undertaken in rural areas, the Faculty representatives identify youngsters who have obtained excellent results, but are sitting at home because they cannot afford to go to university. When they are informed about the availability of Funza bursaries and free application to study at UP, they see an opportunity to improve their lives. The first cohort of 300 of these students who started their studies in 2018 will be graduating in 2022.

Students who were assisted in this way testify to the value of the assistance received from the Faculty and write about it on social media. They are now teachers in the field and admit that had it not been for the assistance offered by this project, they would have had to drop out due to hunger.



▲ Food packages ready for distribution to students

The RYSE2Action Youth Committee

Authors: Thandi Simelane and Prof Linda Theron

The Resilient Youth in Stressed Environments (RYSE) research project is aimed at gaining an understanding of youth resilience in communities impacted by the oil and gas industry in Canada (in Drayton Valley) and South Africa (Secunda/eMbalenhle). It is co-led by Dr Michael Ungar (Canada Research Chair in Child, Family and Community Resilience and Director of the Resilience Research Centre, Dalhousie University) and Prof Linda Theron from the Department of Educational Psychology at the University of Pretoria (UP). The project, which has been running since 2017, is now in its dissemination phase. As part of the RYSE dissemination strategy, the project has engaged youth (aged 18–29 years) to form a RYSE2Action Committee. Over a period of one year, members will meet monthly, virtually or in person, to gain skills and develop strategies for sharing the results of the RYSE project with key end-users in South African and Canadian communities.

With the mentorship of the RYSE team and affiliated students, and community partners (Khulisa Social Solutions in South Africa), members will undertake projects of their choosing to share the RYSE results in meaningful and impactful ways and present relevant information to different audiences in the community, including the Town Council, oil and gas companies, health care providers and school administrators. This might involve creating videos, podcasts, webinars, art pieces, blog posts, presentations, or anything else that will help the RYSE results make a difference in the community.

In South Africa, the RYSE2Action Committee comprises 10 young people from eMbalenhle and Secunda, Mpumalanga. They are Sizwe Gulube, Justin Kalse, Cwenga Maloyi, Ntokozo Masina, Keletse Motinya, Mamello Motinya, Witness Moya, Thulani Ncongwane, Precious Nkosi and Simphiwe Zulu, who were selected (from multiple applicants) by a panel. They met for the first time at the Graceland Casino Conference Venue on 22 October. The meeting was facilitated by Thandi Simelane, who has joined the RYSE project as youth mentor.

Phumzile Kunene and Netsai Gwata (both UP students affiliated to the Department of Educational Psychology), who have been integrally involved in the RYSE project, co-facilitated the meeting, which focused on orienting the RYSE2Action Committee on the role of the committee and exploring members' expectations. In addition to learning about knowledge dissemination and identifying relevant stakeholders, the youth are interested in learning sophisticated digital communication skills. The members of the RYSE2Action Committee are excited about working with the RYSE project results, which they are determined to use to change their communities for the better.



▲ From left to right – Front row: Thandi Simelane (RYSE2 Action Mentor), Phumzile Kunene (MEd Psychology Student, UP), Keletse Motinya, Witness Moya, Ntokozo Masina, Precious Nkosi and Cwenga Maloyi. Kneeling: Netsai Gwata (Doctoral candidate, UP). Back row: Justin Kalse, Simphiwe Zulu, Sizwe Gulube and Thulani Ncongwane

Prof Maree's invited article appears in a special issue Scholarly Journals

Author: Prof Kobus Maree

Earlier in 2021, Prof JG Maree's invited article titled *The psychosocial development theory of Erik Erikson: critical overview* appeared in a special issue (*Early Childhood Theorists and Pioneers, within Early Child Development and Care*) of *Scopus*, a highly esteemed IBSS- and WoS-indexed scholarly journal.

The article has been viewed more than 9 000 times since publication—which makes it the most-viewed article published in the journal in 2020 and 2021—and is already in the twentieth position on the

journal's 'Most read articles' list, which includes readership figures for all articles published since the journal was first published. The Editor-in-Chief has referred to this as 'a brilliant achievement for an article published just seven months ago'.

The article discusses the changing world of work and the attendant uncertainty and loss of work-life identity. Little research has been done on career development and life design during the early years of a person's life, especially in developing countries characterised by poverty, disadvantage and a lack of professionals in the fields of career development and life design. The underlying theoretical

career development models are reviewed, accompanied by a discussion of the theory of life design counselling relating to the role of stories and meaning-making, and pursuing purpose in the counselling process. The importance of promoting career development and life design in the early years is also discussed, with a focus on developmental tasks that must be successfully completed in childhood to motivate learners to set and realise specific goals. Ultimately, the goal is to prepare young people to manage the complexities of their career journeys and career-related transitions, not only in the early years, but throughout their working lives.

A tribute to Prof Michael Cross, World Teacher of the Year

Author: Prof Chika Sehoole

Every year the world celebrates World Teachers' Day. When we celebrate this day, it is customary to focus on primary or secondary school teachers, as I have also done in articles I have written over the past five years.

This year I want to shift the focus to beyond the schooling sector and celebrate university lecturers, who are also teachers. Since they deal with adult learners, their role extends beyond mere teaching and learning to include mentorship and role modelling. Those who do their work well demonstrate that, from the cradle to the grave, there is never a time when one does not need a teacher, and that teaching is a lifelong career and activity.

This year I want to celebrate Prof Michael Cross as a champion and the embodiment of teaching as a lifelong career. I first made his acquaintance in 1988 when I registered for a BED honours degree at the University of the Witwatersrand.

At the honours level Prof Cross lectured me on the political economy of education for one semester, and on the history of education at master's level. Hundreds of student teachers passed through his hands during his career as an academic that spanned four decades. For me, meeting him was the beginning of three long decades of a relationship and friendship that was characterised by teaching and learning, mentoring and role-modelling. His legacy is that he instilled the discipline of writing and scholarship in his students and produced the next generation of black academics.

He encouraged his students to develop critical thinking skills and inculcated in them the art of writing, characterised by clarity of thought and expression. He believed that scholarly writing should not remain in computer folders, but should be disseminated in different forms, be it journal articles, book chapters or books. I was privileged to learn the art of writing essays from this giant, who taught me that to succeed in academia it is essential to learn how to write for publication. Coming from a background of Bantu education where rote learning was the norm and black people were not expected to produce knowledge, I had a long way to go.

Prof Cross believed that to change the face of knowledge production in this country new voices had to be brought on board, and

proved his mantle by patiently working with his students, teaching them the art of writing essays around an argument. This could be accomplished through teaching, training, mentorship, or role modelling. When he supervised a dissertation or thesis, he did so with the end goal of having it published. His determination to instil such beliefs and courage in young black students during the dark days of the apartheid era was quite visionary and transformational.

His training skills were effective and I was awarded a distinction pass for the first essay I wrote for him, in which I learnt how to write around an argument. That was a breakthrough and all the subsequent essays I wrote for my master's and doctoral studies were awarded 74% and above. I followed the same approach when writing my doctoral thesis, which was well received. It was recommended that I submit it to a commercial publisher with a view to possible publication as a book.

During my doctoral studies I hoped to gain international study experience and sought opportunities to travel abroad for my studies. One day he called me to his office and told me: 'You know, in the US you will never receive the kind of training time that you get from supervisors here in SA. In SA we make more time for our students than the US professors do.' After that conversation I focused on continuing to work with him to complete my studies under his guidance. My doctoral journey was filled with challenges, and I was in the danger of failing to complete it due to slow progress. He cautioned me: 'Chika, do you want to suffer? If you don't want to suffer, make sure that you finish your PhD.'

That was sound advice since I had received a scholarship, which I would have had to repay if I did not complete my studies in the time allowed. He further encouraged me by saying: 'Can you imagine how your world will change for the better if you complete this doctoral degree, and what impact your achievement will have on your family and the rural community of Marapyane where you were born?'

To help me to more effectively manage my time and commitments, he further advised: 'You must learn to say no! You cannot accept all the invitations to parties, family gatherings and social events. People need to miss you, and when they ask where Chika is, the answer should be: 'He is a doctoral student at Wits. He is studying in the library.' You will complete this degree and afterwards you will join them.' I took his advice and the results are evident.



▲ Prof Michael Cross

The solid training and mentorship I received from Prof Cross laid a good foundation for my future academic career. While I was in the process of completing my studies, he recommended me to Prof Jonathan Jansen, who was then the dean of the Faculty of Education at the University of Pretoria.

Prof Jansen appointed me as lecturer and within five months of completing my PhD I secured an international postdoctoral scholarship, funded by the Rockefeller Foundation, at the Centre for African Studies at the University of Illinois at Urbana-Champaign. There I was under the tutelage of another world-class scholar, Prof Fazal Rizvi, who helped me to convert my doctoral thesis to book form within four months after having secured a publishing contract with Routledge. Thanks to the outstanding tutelage of these three black academics (Cross, Jansen and Rizvi), my academic career blossomed.

Prof Cross was proud of and always celebrated the achievements of his students. He modelled what mentorship meant. He opened his home to his students, took them to conferences—not to listen, but to make presentations—and ventured into their social lives to ensure that all was well with them. He offered more than any student could expect from a teacher, lecturer and mentor. He was a trailblazer. Now, as dean of the Faculty of Education at the University of Pretoria, I still use the skills, insights and pearls of wisdom he imparted to me during our training sessions.

continues on page 12 >>

Prof Cross taught me that education is not a technical space, but is infused with the personal, ethical, spiritual and political, and that as an educator I have a responsibility to do the same for the next generation of scholars and teachers. We need to remember that through education we build the personal and social relationships that lie at the heart of the educative process, and it is through these relationships that we build our individual and collective futures.

Prof Cross succumbed to COVID-19-related complications on 6 June 2020. At the time of

his passing, he had authored six books and co-authored nine others, and had produced 27 book chapters and 45 articles published in leading scholarly journals. At the mentorship level, he had supervised 37 MEd/MA and 15 PhDs graduates and mentored 12 postdoctoral research fellows, including several who were still under his supervision at the time of his passing.

He received the first Association for the Development of Education in Africa (ADEA) award in 2012 as the Most Outstanding Mentor of Educational Researchers in

Africa. This testified to his great passion for developing young scholars. He proved that there is never a time when we are not teachers. At the time of his demise, he was the director of the Ali Mazrui Centre for Higher Education Studies at the University of Johannesburg.

On this World Teachers' Day, 5 October, we celebrate his life and contribution to humanity and scholarship. He deserves the honour of being named World Teacher of the Year. Robala ka kagiso.

Students from two continents raise their own 'banners for liberty'

This year Greece year celebrates the country's liberation from the Ottoman Empire 200 years ago, while on 27 April South Africans commemorated the first post-apartheid elections held in 1994 and their liberation from the yoke of apartheid.

In two breath-taking exhibitions titled *Banners for Liberty*, students from Greece and South Africa exhibited their artworks at the Pedagogical School of the Aristotle University of Thessaloniki, Greece on 30 September 2021, and subsequently at the Bensousan Han on 7 October 2021.

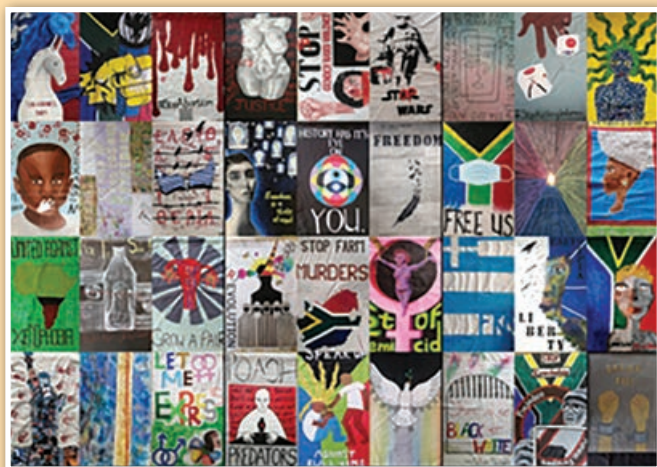
This project was initiated as an online collaboration between Dr Stergios Proios from the AUT Theatre Department and Dr Raita Steyn and UP Art Education students during the COVID-19 lockdown period, and resulted in a highly successful exhibition. Inspired by history, the students made use of their banners as national, religious and sociocultural symbols to express their own voices for freedom.

Referring to the exhibition, Violetta Fotiadis explained: 'Freedom of expression, speech and thought, and freedom from any form of oppression are some of the current ideas of the young people who 'raise' their banners and give visitors to the exhibition hope for a tomorrow without racism and a world in which violence in any form is neither justified nor concealed.'

Plans are underway to bring this special exhibition of students' artworks, *Banners for Liberty*, to South Africa in 2022 to be exhibited at the *Javett Art Centre*.



▲ Dr Stergios Proios, Dr Raita Steyn and Ms Alexia Vouvoura



▲ Artworks by the students from the AUT Theatre Department and UP Art Education students



▲ The Pedagogical School of the Aristotle University of Thessaloniki, Greece

The Economic and Social Research Council's project field trip to Mahikeng

In September and October 2021, the Centre for the Study of Resilience's ESRC project team ('Schools as Enabling spaces to Improve Learning and Health-related Quality of Life for Primary School Children in Rural Communities in South Africa', funded by the Economic and Social Research Council: UK Research and Innovation, Global Challenges Research Fund) visited the Mahikeng district in the Ngaka Modiri Molema district.

There, together with the Department of Basic Education and provincial officials, they met with principals from 45 schools to collaborate and consult on appropriate methods for the implementation of an evidence-based intervention developed by teams from the University of Pretoria, University College London, London South Bank University and Wageningen University.

The intervention will be launched in 2022 and 10 randomly selected schools in the Mahikeng sub-district of the North West Province will be involved. The consultation revolved around the 'Enabling Schools Toolkit'.

Members from the Department of Basic Education and the North West Province Department of Education included Dr Phumzile Nokuthula Langa (Director for Rural Education), Dr Keikantsemang Jennifer Mosepele (Deputy Chief Education Specialist, Farm and Rural Education, Institutional Development Services, North West Provincial Education Department), Mr Karabo Andre Tladi (Senior Project Clerk for Rural Education) and Mr Madumetja Paul Kgobe (Deputy Director for Rural Education).



▲ **Left to right – Front row:** Prof Liesel Ebersöhn, Ms Kirsten Dingle, Ms Kanye Rampa, Ms Liz-Marié Basson, Mrs Lungi Molamu and Dr Keikantsemang Jennifer Mosepele. **Back row:** Mr Karabo Andre Tladi, Dr Phumzile Nokuthula Langa, Ms Monique Oosthuizen, Ms Marike de la Rey and Mr Madumetja Paul Kgobe



▲ Prof Liesel Ebersöhn with Drs Phumzile Nokuthula Langa and Keikantsemang Jennifer Mosepele

Dr Ernest Mazibe's doctoral thesis bears fruits Author: Dr Ernest Mazibe

Dr Ernest Mazibe, a lecturer in the Department of Science, Mathematics and Technology Education at the University of Pretoria (UP), completed his PhD in physics education in two years and ten months. His thesis reports on his investigation of teachers' pedagogical content knowledge (PCK) of fundamental electrostatics concepts in relation to students' understanding of the same concepts.

In June 2020, while he was completing his doctoral studies, he published a paper on concept-specific PCK in the *African Journal of Research in Mathematics, Science and Technology Education* (AJRMSTE), for which he received an Early Career Award during the Southern African Association for Research in Mathematics, Science and Technology Education (SAARMSTE) conference held in January 2021.

Dr Mazibe also presented his work at the 2021 Research Indaba, an annual event organised by the Faculty of Education at UP, which took place on 5 October 2021. On that occasion, he received an award for best presentation in the category for completed PhD studies.



▲ Dr Ernest Mazibe

The Department of Educational Psychology walks the talk by incorporating wellbeing in its strategic planning meeting

Author: Dr Sameera Ayob-Essop

Wellbeing in the workplace is a universal phenomenon that involves individuals learning to foster a sense of being valued and ensuring engagement, which in turn can enhance levels of productivity and organisational performance.

During the current global pandemic, when we were forced by disruptions beyond our control to realign our roles and responsibilities, and to multitask in ways we never imagined, it became even more important for us to have a comprehensive understanding of the concept wellbeing as applicable both in the workplace and in our daily lives.

During the Bosberaad strategic meeting, which took place on 28 and 29 October 2021, Professor Ruth Mampane felt that it was imperative to include a team-building activity to promote mental health, mindfulness and wellbeing in the participants' daily lives at work and at home.

The activity was designed and facilitated by Dr Sameera to guide the team to acquire and master these skills and have them ingrained into their DNA to enable them to flourish, live life meaningfully and be eternally grateful. Colleagues, working in groups, were asked to be innovative and use their chosen animated characters (soft toys) to write a short play of approximately three minutes to express wellbeing or techniques that can be used to promote wellbeing and mindfulness.

Their innovative ideas stimulated deep group conversations during which members endeavoured to understand and implement solutions to improve people's general wellbeing. The activities were designed to allow for the element of fun, laughter, stepping out of one's comfort zone, and group effort and participation.

In the global arena where people continually have to adapt to the changing conditions and contexts of work life, the Department of Educational Psychology's vision expands towards believing that wellbeing is indeed an asset-based positive term built on a foundation of positive psychology principles. These principles value a good quality of life, health, adjustment to difficult circumstances and—most importantly—thriving in world where both emotional regulation and job performance are measured.



▲ Mindfulness can be as simple as sipping your favourite drink and actually tasting the spices added to it



▲ From left: Dr Suzanne Bester, Mr Lindo Ubisi, Professor Ruth Mampane and Ms Karien Botha



▲ From left: Professor Liesel Ebersöhn, Dr Mokgaetji Somo and Ms Mardeleen Müller



▲ Colleagues using their chosen soft toy characters to perform their short skits to promote wellbeing



▲ From left: Ms Mpumi, Professor Funke Omidire and Mrs Marica Foxcroft



▲ Colleagues using their chosen soft toy characters to perform their short skits to promote wellbeing



▲ From Left: Dr Michelle Finestone, Ms Bontle Kgopa, Dr Angelina Wilson-Fadiji and Mrs Frieda Masipa

Coding and robotics

The Department of Early Childhood Education has joined hands with the team in the LLITUP Collaboratorium, situated in the Department of Science, Mathematics and Technology Education.

On Thursday, 21 October 2021, Prof Callaghan and her team in the LLITUP Collaboratorium showcased coding and robotics to the JST 320 students as part of the curriculum in Foundation Phase Science and Technology. This event has become a favourite on the calendar and the JST 320 students enthusiastically prepared for the occasion. Mrs Annél van Rooyen, Mr Jody Joubert and Ms Fariyah Jaffer challenged the JST 320 students to do some homework before the virtual collaborative session

took place. Students were asked to visit the Bee-bot emulator website, select any of the available maps and figure out how the robots work. They were also requested to code the Bee-bots and move them around on the map.

The integration of coding and robotics with JST 320 was highlighted in the stories that students had to write based on any of the themes in JST 320. These included Life and living; Matter and materials; Energy and change; and Planet Earth and beyond. Outer space was the most popular theme. The LLITUP team hosted the collaborative coding and robotics session via Blackboard Collaborate. The JST 320 students submitted many stories, of which the best three were selected by Mrs Annél van Rooyen and demonstrated in the Collaboratorium by Mr Joubert and Ms Jaffer. Based on the voting by means of a poll on Blackboard

Collaborate, Group 13 was announced the winners and read their story while the team in the Collaboratorium coded their Bee-bots. The story and the codes worked well and everything was synchronised.

On Monday, 25 October, JST 320 students had an opportunity to visit the Collaboratorium to view and play with the Bee-bots. Seeing the Bee-bots in action was a bee-u-ti-ful sight! On behalf of the JST 320 academic team (Dr Van Heerden and Ms Swanepoel), we would like to congratulate all the groups that participated in this initiative. Your stories were very impressive. The early exposure of teachers in training to coding and robotics prepares them for taking on the 4th industrial revolution.

We would like to express our sincere gratitude to the LLITUP team for their effort and enthusiasm.



▲ **The winning group, Group 13**
Left to right: Front row: Ms Nadia Swanepoel, Froggy (The LLITUP mascot) and Linré Engelbrecht. Back row: Dr Judy van Heerden, Ziyanda Kenga, Zandele Nkomo and Ledile Mogano. Absent: Gontse Kgahle and Lethabo Chabalala



▲ **Left to right: Dr Judy van Heerden, Mrs Annél van Rooyen, Mr Jody Joubert, Froggy (The LLITUP mascot), Ms Fariyah Jaffer and Ms Nadia Swanepoel**

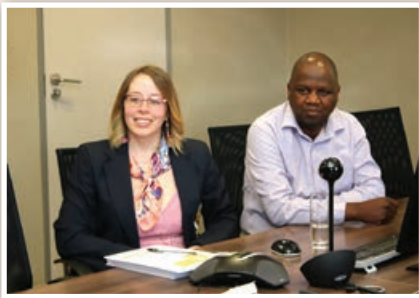
CEA markers busy with PIRLS 2021 scoring

Markers at the Centre for Evaluation and Assessment (CEA) are currently busy with the scoring of the Progress in International Reading Literacy Study (PIRLS) 2021 achievement booklets. This high-status project, funded by the Department of Basic Education (DBE), involved an intricate data collection process during which representatives of the DBE assisted the CEA with quality control monitoring. More than 25 000 learners across all languages

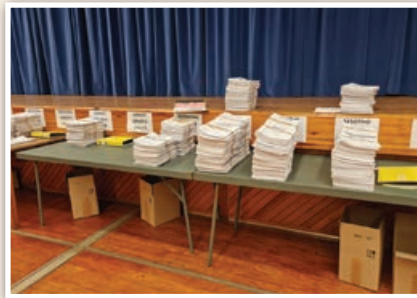
and provinces participated in this study. The CEA recruited scorers from different spheres of education with a proven background in teaching languages at school level, and provided them with training in the scoring of PIRLS-constructed response items. Each achievement booklet consists of two passages and contains approximately 15 items, each of which tests one of the four processes of comprehension. Learners were tested

to determine whether they could answer ranging from questions containing explicitly stated information to questions requiring them to make evaluations based on what they have read.

Mr Gabriel Mokoena, assisted by Dr Karen Roux, is spearheading the scoring process along with more than 30 scorers to ensure that the scoring is streamlined and in line with international regulations.



▲ Dr Karen Roux and Mr Gabriel Mokoena



▲ PIRLS scoring 2021



▲ PIRLS training

CEA represented at the European Conference for Education Research (ECER)

On Monday, 6 September 2021, Prof Surette van Staden, along with Prof Claudia Schreiner from the University of Innsbruck's Faculty of Teacher Education, presented a paper entitled 'Making national sense of international large-scale assessment data: Differences in reading instruction practices from two country's perspectives'. The aim of International Large-Scale Assessments (ILSAs) is to provide countries with comparable, anchored information as indicators of systemic health. For this reason, the current study used the Progress in International Reading Literacy Study (PIRLS) 2016 data to illustrate the importance of using national analysis strategies to provide meaning to the intended, implemented and attained curricula to national contexts in

the interest of informing policy decisions, practice and future directions.

The study utilised Austria's PIRLS 2016 Grade 4, and South Africa's PIRLS 2016 Grade 5 data and focused on the reading instruction items in the PIRLS 2016 teacher questionnaire. The paper's objective was to show differences in teachers' reported patterns of reading instruction practice between two countries with differing education landscapes to make an argument for the necessity of in-depth national analyses to make meaning of contextual large-scale data. Due to the COVID-19 pandemic, the ECER 2021 conference took place online and not in Geneva, Switzerland, as originally planned.



▲ Prof Surette van Staden

SANTS keynote address illustrates the use of assessment data to inform practice



On 28 September 2021, Prof Surette van Staden presented a keynote address at the SANTS seminar. Her address, titled 'Assessment: How do PIRLS 2016 benchmark results translate into reading skills?', dealt with assessment as the golden thread that links teaching and learning, and was aimed at clarifying the connection between assessment results and the skills associated with early reading in an attempt to extrapolate quality assessment practices in a distance education environment. Since it was held in a physical location, the seminar presented opportunities for rich, in-person discussions about assessment issues that included reliability, validity, test design and the use of summative data for formative purposes to delve deeper into the meaning of overall test results.

Dr Karen Roux receives the IEA Bruce H Choppin Memorial Award for her outstanding PhD thesis

The International Association for the Evaluation of Educational Achievement (IEA), a prestigious organisation that conducts large-scale assessments such as the Progress in International Reading Literacy Study (PIRLS) in more than 50 participating countries, offers two awards to honour the contributions made by the late Bruce H Choppin and Richard M Wolf to not only the IEA, but also to the field of education, assessment and evaluation.

Submissions for these awards are open to all countries and have in the past included submissions received from individuals from world-renowned institutions, such as the Dortmund and Oxford Universities. The awards are ultimately conferred upon persons who have submitted empirical research of exceptionally high quality using IEA data. In particular, the Bruce H Choppin Memorial Award aims to recognise an outstanding doctoral thesis and is annually awarded to a single individual.

In 2021, Dr Karen Roux, a researcher for the Centre for Evaluation and Assessment (CEA),

who submitted her thesis titled *Examining the equivalence of the PIRLS 2016 released texts in South Africa across three languages*, was selected as the recipient of the Bruce H Choppin Memorial Award. This study investigated equivalence across the English, Afrikaans and isiZulu Grade 4 and 5 texts used during the PIRLS 2016 assessment and highlighted four main considerations to safeguard against threats to the validity of large-scale assessments, which include linguistic, functional, cultural and metric equivalences. Dr Roux made use of a sequential explanatory mixed-methods approach to answer the research questions posed in her thesis.

The late Bruce Choppin was an early proponent of the use of the Rasch model for scaling aptitude and achievement test scores, and it was in the same spirit that Dr Roux employed Rasch measurement during her studies. She used this method to gain greater insight and clarity into the development of assessments, particularly as it applies to the various languages spoken and taught in South Africa.



▲ Dr Karen Roux

CEA researcher discusses the testing of reading literacy on International Literacy Day

Every year on 8 September the world celebrates International Literacy Day. Even though there has been a steady increase in literacy rates over the last 50 years, UNESCO studies have shown that approximately 250 million children worldwide are still not acquiring basic literacy skills.

CEA researcher Dr Karen Roux was invited to speak at the Human Sciences Research Council (HSRC) on 8 September as part of the HSRC's Inclusive Economic Development research division webinar organised to highlight the importance of International Literacy Day. In particular, she was asked to share her insights when considering literacy in the South African schooling and higher education contexts. Other invited speakers were Prof Kathleen Heugh (University of South Australia) and Dr Alude Mahali (HSRC).

Dr Roux's presentation, entitled *Testing reading literacy: what the past, present, and future holds for PIRLS*, focused on the lessons to be learned from past cycles of the Progress in International Reading Literacy Study (PIRLS). She also referred to the growing influence of the digital divide in terms of teaching, learning and assessment in South Africa.

Literacy is considered one of the fundamental rights of all human beings and there can be little doubt that it creates the foundation for all future learning. It has been well established that the ability to read and write improves lives by empowering children and adults to actively participate in society. In South Africa, government has made it clear that literacy

is deemed to be of great importance and has affirmed its commitment to additional pathways to improve our current literacy levels. The seminar provided a platform for recognising the value of literacy in South Africa and allowing local experts to share their insights with regard to what the future may hold for literacy levels in the Republic.



CEA Team attends a memorandum discussion on Western Cape Education Department (WCED) Systematic Testing

Prof Rinelle Evans, Hendrick De Kock and Gabriel Mokoena from the Centre for Evaluation and Assessment (CEA) attended the memorandum discussions with the Western Cape Education Department (WCED) at the Cape Teaching and Leadership Institute (CTLI) on 15–16 October 2021.

The purpose of the discussions was to finalise the memorandums with the WCED's chief and senior markers in preparation for the marking of the 2021 cycle of the systemic tests. The CEA has been instrumental in the development and refinement of language and mathematics test items for the Western Cape Systemic testing. The WCED systemic testing, which comprise of Language and Mathematics tests for Grades 3, 6 and 9 in English, Afrikaans and isiXhosa, has been administered in the province since 2002 to identify areas for improvement and areas of the curriculum that require additional support.



▲ Dr Karen Roux, Mr Hendrick De Kock and Mr Gabriel Mokoena

Dr Karen Roux invited to speak at the Gauteng Department of Education's InterSen Reading Webinar Series

The Gauteng Department of Education is currently hosting an ongoing webinar series entitled *InterSen Reading: A Scientific Approach to Reading*, which places the focus on reading across the Intermediate and Senior Phase. As part of their flagship webinar, Dr Karen Roux was invited to speak at on 15 September 2021.

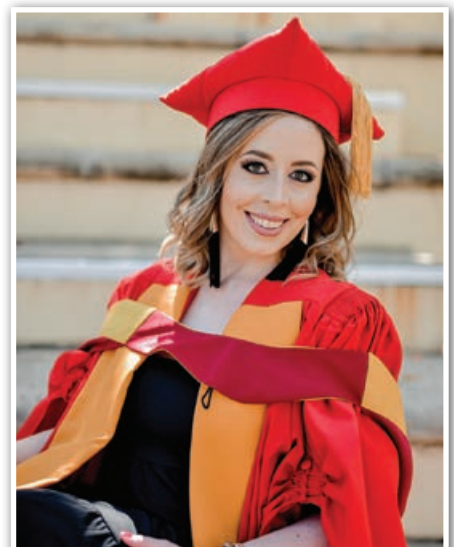
The inaugural address for the series was made by Deputy Director General of Education, Alison Bengtson. Dr Roux was requested to explain her insight with regard to fundamental aspects relating to how reading skills are acquired during an individual's lifetime. Her presentation, titled *Scientifically speaking: How do we learn to read?*, addressed the key aspects of young learners' ability to acquire language and reading skills, as well as some of the current misconceptions surrounding reading literacy.

Dr Roux's presentation sought to bridge the gap between the physiological structure of the brain and the acquisition of the intrinsic skills required for the development of language to assist in answering the age-old

question about whether reading is in fact a natural process. The presentation attempted to address this in two distinct parts. The initial part of the presentation unpacked language ability in the education context, which is of course an aspect that can be equated with a coin in the sense that language ability also has two sides. The first side is the common, everyday language that we employ as part of our daily interactions and which, for the most part, is limited to the use of simple language structures. The other half of the coin relates to the concept of language as it is used in scholastic and academic contexts. The latter is usually context-reduced so that meaning cannot be constructed from paralinguistic features.

The final part of her presentation dealt with the vocabulary levels of individuals, the foundation of reading skills, the physiological structure of the brain and the development of language. It was in this part of the presentation that Dr Roux examined the so-called 'reading brain' and discussed the question of whether reading is in fact a natural process.

Dr Roux was joined by Mr Mmboniseni Nematangari (DBE: CES – GET InterSen Languages), Mrs Jacklyn Makgato (Retired Principal) and Ms Sibongile Twala (English Teacher).



▲ Dr Karen Roux

Dr Mary Ooko invited to do a presentation at the UNESCO Chair on Open Distance Learning (ODL)

Author: Thabo Masenamela

Dr Mary Ooko, the manager of the Unit for Distance Education, was invited to give a presentation at the UNESCO Chair on Open Distance Learning (ODL) on 11 August 2021. Her presentation was titled *Challenges and Opportunities posed by COVID-19 Lockdown: Taking a deeper look into the teaching learning support systems in a distance education programme at the Unit for Distance Education, University of Pretoria*.

The presentation gave attendees a thought-provoking perspective on how the UDE is being proactive and innovative in its approach to creating opportunities from the challenges posed to the distance learning sphere by COVID-19, and its efforts to adapt, effectively utilising creative teaching and learning support systems to ensure that no student is left behind.

Dr Ooko explained that the UDE was established in 2002 as a print-based distance education unit, and teaching and learning resources were printed and dispatched by post. Contact sessions were conducted in physical venues spread across the country and communication was conducted via the Post Office. A remarkable transformation therefore had to take place to be able to migrate to a hybrid mode of delivery and move to the online space during the COVID-19 lockdown period.

She discussed how the UDE achieved the successful digital migration of all its pedagogical processes and administrative process. The wise decision taken by the University of Pretoria early in 2015 to adopt a hybrid mode of delivery had prompted the Unit to fast track its digital

migration processes and when the first 2020 COVID-19 lockdown was announced, the UDE was already well on its way to providing its services online.



▲ Dr Mary Ooko, Manager: Unit for Distance Education



Teacher Education through Flexible Learning in Africa (TETFLE) journal accepted into the Directory for Open Access Journals listing

The journal *Teacher Education through Flexible Learning in Africa (TETFLE)*, which emanated from the Distance Education and Teachers Training in Africa (DETA) biennial conference proceedings that have been published since 2011, has been accepted into the Directory for Open Access Journals listing. *TETFLE* is published by the Unit for Distance Education at the University of Pretoria.

TEFLE publishes original research on distance teacher education in Africa and other developing contexts. The journal aims to create a platform for researchers and practitioners on global matters that relate to distance teacher education on the continent. Publications cover issues of content, pedagogical consideration, technology and management in distance education.



The submission of exemplar papers with rigour showing research evidence is appreciated. Click here for more information: <https://upjournals.up.ac.za/index.php/tetfle/announcement/view/1>.

Dr Ruth Aluko elected as president of NADEOSA for a second term



▲ Dr Ruth Aluko

second term of two years. The University is a member of NADEOSA, which is a forum for Collaboration on Open and Distance Learning.

Dr Ruth Aluko, a researcher in the Unit for Distance Education at the University of Pretoria (UP), has been elected as the President of the National Association of Distance Education and Open Learning in South Africa (NADEOSA) for a

The proceedings of the Distance Education and Teachers Training in Africa (DETA) biennial conference, which have been published since 2011, have metamorphosed into an open access journal, *Teacher Education through Flexible Learning in Africa (TETFLE)*, which was launched in 2019. This online refereed journal publishes original research on distance teacher education in Africa and other developing contexts. *TETFLE* is now listed on the Directory of Open Access Journals (DOAJ), officially recognised by South Africa's Department of Higher Education and Training (DHET).

TETFLE aims to create a platform for researchers and practitioners on global matters that relate to distance teacher

education on the continent. Publications cover issues of content, pedagogical consideration, technology and management in distance education and also contain review articles and book reviews. *TETFLE* currently appears once a year, with an additional special edition containing accepted biennial conference papers, as applicable.

The journal is the official journal of the Distance Education and Teachers' Training in Africa (DETA) biennial conference, which is hosted by the Unit for Distance Education, Faculty of Education, University of Pretoria, South Africa on the University's open journal system (OJS) platform at <https://upjournals.up.ac.za/index.php/tetfle/issue/view/28>.

UDE launches digital literacy campaign to bridge the digital divide

Author: Thabo Masenamela

On 4 September 2021, the Unit for Distance Education (UDE) in the Faculty of Education collaborated with Siyafunda CTC to launch a digital literacy campaign. Siyafunda is a non-governmental organisation that specialises in setting up network hubs for sustainable community knowledge centres of excellence in South Africa to help ensure that all citizens have the digital skills needed to work and live in a digital age.

Research revealed that most of the students from Limpopo who were enrolled for the Advanced Diploma in School Leadership and Management were struggling in the digital space. An intervention was therefore required to bridge the digital divide. This led to a

partnership with Siyafunda whereby the UDE prepared manuals for use by Siyafunda instructors training students from across the province.

The districts covered in the campaign included Capricorn, Giyani, Mopani West, Sekhukhune, Vhembe and Waterberg. The first round of the campaign took place from 4–25 September and was well attended, with participants acknowledging and expressing their appreciation for the UDE's efforts to provide them with sufficient support throughout their studies to ensure that they can obtain their qualification.



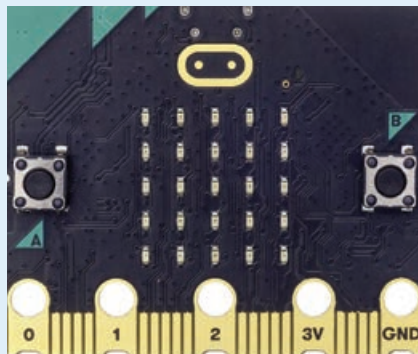
▲ ADSLM students attending the digital literacy campaign



Micro:bit for coding and robotics: Hardware and software for introductory coding at school level

Author: Annèl van Rooyen

Currently, teachers interested in Coding and Robotics are attending a variety of workshops on the subject. A workshop hosted by Solidarity's Skoleondersteuningsentrum focused on the use of micro:bits, small pieces of hardware. These microcontrollers can be coded using Microsoft's MakeCode software. In this way, it allows learners some hands-on coding and robotics experience. Annèl is exploring micro:bits' potential for learning in the literature. A coding club event in the near future will focus on micro:bits, so watch this space!



DREAM2PLAY



Coding and Robotics 2021 club event #1: Pre-service teacher creativity using bee-bots for the young ones

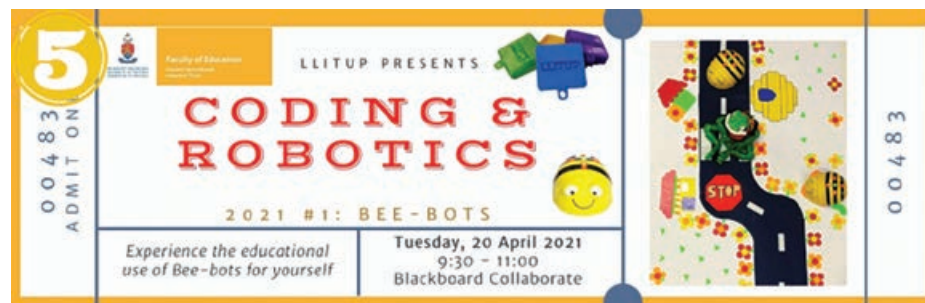
Author: Annèl van Rooyen

The session is one of the Faculty of Education's Coding and Robotics club's virtual sessions – the first for this year. The club resides in the LLITUP research unit, which investigates different aspects of Computer-Integrated Education. The club endeavors to introduce our students to the notion of Coding and Robotics in schools, and is linked to the Department of Basic Education's Coding and Robotics Curriculum, but not driven by it. During this session, we focused on introductory Coding and Robotics as applied in the Early Childhood Development phase. The practical illustrations are based on the BeeBot as a concrete tool (robot) to teach coding. The discussion is about how coding can be introduced to the early years, focusing on sequence and repetition, as embodied in the BeeBot robot.' Prof Ronel Callaghan

Embeth van der Wal shared her experiences of Coding and Robotics in research, as her Master's study is focused on the earliest years that we focus on, namely 4/5 year old

children. She made use of robots similar to the BeeBot in her research, namely the Coding Critters. During the session, she shared a variety of activities that the children engaged in. These included physical movement while following steps and planning and following a treasure map. Learners' creativity was stimulated where they had a sequence of pictures from which they had to build a storyline using the Coding Critters. Embeth shared valuable tips and tricks with our club members as well.

The club members also participated in the session by planning their own lessons using BeeBots and story maps. Tegan Fourie designed an educational game aimed at the development of learners' knowledge of sounds like sn-, st-, tr- and others. While she gave the instructions, the LLITUP team illustrated Bee-Bots' movements. Tangy Goba was unable to attend the session, but also planned a lovely story called 'A day in the life of Bee-bot's home schooling'.



10

Provide time for learners to engage and explore with resources

Encourage a theme or a storyline

The teacher must only act as facilitator to allow for learner creativity

Incorporate a variety of resources with different levels of difficulty

For the young ones, concrete apparatus and gross motor activities are crucial



1. LLITUPians 2. Ms Tegan Fourie 3. Tegan Fourie's educational game
4. Ms Tangy Goba's story map 5. Club invitation 6. Ms Embeth van der Wal
7. Children following instructions 8. Children following a treasure chest map
9. Children using Coding Critters 10. Embeth's tips for coding



Coding and Robotics 2021 club event #2: Computational thinking in unplugged activities and tanks

Author: Annèl van Rooyen

On 31 August 2021, about 20 club members met online to engage in discussions around computational thinking. Staff members Dr Fru Akuma and Dr Jeanine Mwambakana joined the session, while students representing a variety of educational phases were present as well.

The club meetings are designed in such a way that any interested party completes a Google Form to show interest in the event. Members (and these differ from session to session) then receive preparatory exercises to complete. For this event, there were two simple unplugged (i.e. paper-based) activities that members had to complete. They also had to print out Tanks' tokens and play the 35-level coding game. Some of the members could not print the codes, therefore we introduced them to the game during the session. The content of this session was made available through the work and dedication of Prof Jean Greyling, his CS students (Byron Batteson, in particular, who

designed the Tanks app) and Keith Gibson who designed the Unplugged Activity guide.

We started off on the topic of Coding & Robotics (C&R) by revisiting the draft C&R curriculum for Grade 4 -6. We then explored the meaning of computational thinking as included in the curriculum and other sources. This was followed by two unplugged activities. While the answers to the problems were provided, it were the higher-level discussions of the computational thinking

behind these activities that were the most intriguing.

Jody Joubert then introduced the club to Tanks (the app, its tokens and the purpose of the game). We played through several levels whereby members got to know the app and engaged in the thinking behind the thinking (i.e. the computational thinking taught by this game). We ended on an incomplete note and hope to have a Tanks tournament during our next club event.



Active Learning Strategies

Author: Annèl van Rooyen

In LLITUP, we promote active learning and teaching strategies because we believe in learners' active, constructive involvement in their learning processes. One such valuable strategy, the jigsaw method, has recently been visually represented by Jody. The inspiration for the visual representation sprung from his love for gameboard lesson planning.

The image starts in the top left-hand corner. Here's an explanation of the visual representation:

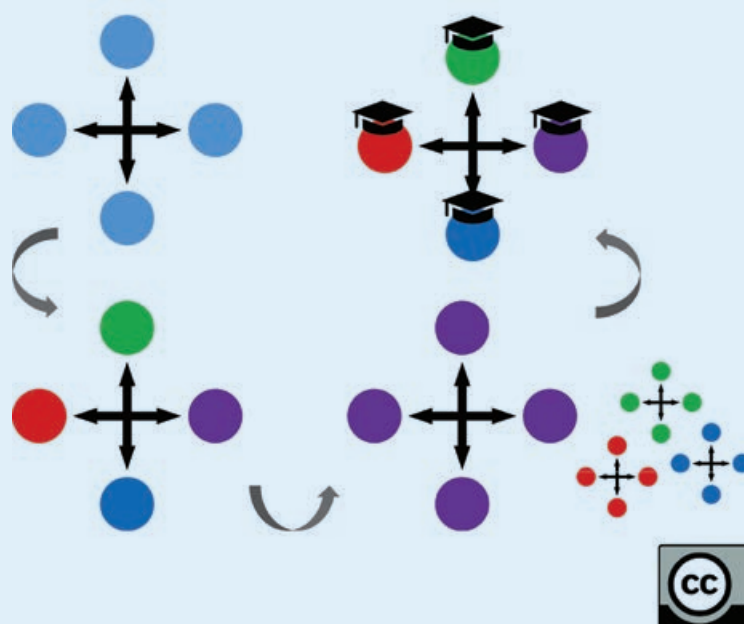
1. Students are divided into a home group (blue) where all members are introduced to the activity.
2. From the home group, students are divided into (in this case) four expert groups that focus on four aspects of the task/learning content at hand (represented by four different colours)
3. Students move into their expert groups. There are still four groups in the room, but each group now focuses on only one aspect with the aim of becoming experts in the specific topic. Four expert groups (purple, green, red and blue) are visible and actively engaged
4. Students return to their home groups to share their newly acquired knowledge/skills/attitudes. Each member of the home group is now an expert in one area, explaining the graduation caps on their heads.

The grey arrows on the diagram indicate the flow of the strategy process, while the black arrows pointing in four directions visually represent the small group work strategy.

This visual representation of a multi-stage grouping strategy will be valuable to explain to students in a visual manner how the

strategy works. The image can also be divided into separate parts and be placed in a lecturer/ teacher's presentation to guide the process in a visual manner.

This jigsaw diagram has been licensed under Creative Commons CCO (Public Domain). This means that no copyright applies and all interests are waived.



E-LEARNING 1: E-learning for the 21st century curriculum and subject advisor

Author: Annèl van Rooyen

Jody Joubert and Gontse Mthlebofu were thrilled to leave the borders of the Gauteng province from 17 to 20 August 2021. The reason for their travels was the EUP course for 21st Century Curriculum and Subject Advisors. Jody and Gontse went to Tzaneen to hand out the Mecer tablets to the course attendees and provided an overview of the course, its contents and its approach, to all the attendees. The course attendees attended these overview sessions in batches of 50 people. The two presenters found this quite hectic, but could fortunately stick to short and sweet, yet effective presentations. The presentation duties for every batch of attendees were also divided among three or four presenters, making the effort efficient.

Gonste enjoyed the opportunity to interact with the course attendees. She also experienced a good atmosphere while in Tzaneen. The course attendees were eager and excited to be there. Jody was impressed that the Limpopo Department of Education gave course attendees the opportunity to opt out of the course. This was impressive to him, because it illustrated the Department's dedication to the success of the course. "They are committed to everyone finishing the course," commented Jody.

These face-to-face overview sessions were followed up with weekly online classes presented by Prof Callaghan and Jody. While all course attendees joined one large BlackBoard Collaborate session for the first online session, the group was divided in two so Prof Callaghan and Jody could each handle a session. Jody enjoyed presenting to such large groups as this gave an opportunity for him to gain first-hand experience of the limits and possibilities of Collaborate as well as asynchronous teaching and learning. Jody indicated that about 340 of the 500 attendees

managed to join the live sessions. Other attendees and those who struggled with internet connectivity benefitted from session recordings shared with attendees afterwards. With attendees joining and leaving the sessions, Jody described the attendee numbers as follows: "The numbers jumped up and down like tennis balls." While in the past, a course similar to this one was presented in a face-to-face manner across three days, it has now been spread across eight weeks, allowing for more interaction and development.

The online sessions were but one of the key elements of this course. 11 facilitators ensured that meaningful help and motivation was provided to all course attendees. Communication channels via ClickUP and WhatsApp groups enabled the establishment of online Communities of Inquiry as well. Here, attendees were motivated to share their thoughts and materials for feedback and critical discussion. We saw various levels of success with this initiative. The facilitators also monitored attendees' assignment submissions and diligently followed up when they found that attendees were falling behind.

The course finished in mid- November. Attendees have designed infographics, concept maps, videos, interactive lesson plans, guidelines and how-to-guides. All of these materials are aimed at attendees' support of the teachers to whom they are curriculum and subject advisors in Limpopo. With this in mind, the value of this mobile teaching and learning course will expand well beyond the limits of the attendees of the course. That is exhilarating, to say the least!



▲ Jody Joubert and Gontse Mthlebofu



▲ Course attendees in Tzaneen

E-LEARNING 2: LLITUP's contribution to DETA 2021

Author: Annèl van Rooyen

The 2021 Distance Education and Teachers' Training in Africa (DETA) conference, hosted by UP's Unit for Distance Education was themed Reimagining African Teacher Education through Distance for a Post-Pandemic future. LLITUP was invited to participate in the event and did so by presenting a bichronous workshop designed by Jody and Gontse. They planned and presented this workshop as a team. Initially, they planned on hosting the workshop on Edmodo. This is because Edmodo is a good, free tool and a valuable Learning Management System (LMS). It is very intuitive. Yet, while designing in the free version, everything is posted on the LMS in the order that you have posted the items. This means that you need to work backwards while posting your materials. For this reason, Jody and Gontse found that Edmodo had some limitations for such a short-term course as theirs that spanned over only 1,5 hours. After some initial exploration with Edmodo, they chose Wix to house their workshop. The workshop material is available at <https://llitupcollab.wixsite.com/deta2021>.

The short course, titled Using Gamification as a strategy to re-imagine assessments and activities that address Digital Competencies had a hybrid design, therefore referred to as bichronous. Participants had to register online and chose among three workshops. Before attending the live session, participants had to complete levels 1 and 2. Just under 20 participants managed to complete the preparatory activities. Levels 3 and 4 were dealt with during the online synchronous session. During this session, Jody and Gontse introduced some concepts, while attendees then had further work to complete after the session.

Both Jody and Gontse had a positive experience while presenting the workshop. What they did find, however, is that only a few people managed to complete the entire workshop. Jody and Gontse were of the opinion that because participants did not have face-to-face contact with the presenters, they were less likely to complete the work.

On the other hand, Jody indicated that some delegates felt that they first wanted to do some ground work at the level where they were before incorporating the workshop ideas into their own practice. Jody indicated that the value of this workshop was not the finishing line, but the learning that occurred in the process. He said, "Participation, not finishing, is more important."

The course involved four levels. Since the course was built around gamification, every completed level earned participants a badge. The four levels were:



Level 1: Describe your context (Participants completed a Google Form that provided an overview of their teaching context and one activity that they wanted to redesign)



Level 2: Familiarise yourself with the Digital Competencies Framework (Participants engaged in four steps including watching a video on the competencies; considering a list of the 13 competencies; studying the framework document; and reflecting on the relevance of the competencies to the participants' practices using a Google Form)



Level 3: Design an activity (Participants joined the live session where the template for the reshaping of an activity was introduced. Theoretical frameworks included in this template include the SAMR and Bloom's Taxonomy)



Level 4: Analyse an activity (Participants completed the template while reconsidering the cognitive level, level of technology integration (SAMR), incentives and feedback involved in their activity)

The content dealt with in this workshop is closely related to Gontse's PhD that she is busy with. Her PhD focuses on gamification, badges and the Digital Competencies within UP's Faculty of Education. She has managed to maintain a strong line of focus on the incorporation of the SAMR model and Bloom's taxonomy, since these frameworks were utilised in both her Master's and PhD level studies. She has, indeed, contributed meaningful material, including the activity design template) to LLITUP's approach.



▲ Gontse Mthelebofu and Jody Joubert

TOOLS FOR LEARNING

Authors: Annèl van Rooyen and Corrie Smuts

At the start of their CTM course, Computer-Integrated Education students from all over the country (but mostly Gauteng and Western Cape) identified core tools that assisted them in their teaching and learning journeys. Corrie Smuts made a summary of the trends and some interesting finds.

Corrie saw a clear pattern among students' work: Across a wide variety of tools that were identified, students' and teachers' needs tend to be the same. These needs, for which tools are used, include communication, Learning Management Systems (LMS), content resources, and tools for assessment. A summary of examples of such tools are included below.

What was even more informative, was the new resources that students presented.

The first was Pecha Kucha, a presentation tool available from <https://www.pechakucha.com/>. With 20 slides that are each displayed for 20 seconds, learners are enabled to create their own content.



Wakelet, available at <https://wakelet.com/>, is a web-based tool and app that makes bundles of content, including videos, links and worksheets. Users can also add their own topics.



Scratch is a basic coding tool. Users can create images and animate these using basic coding. The software is easy to use and the products can be shared. Scratch can be accessed at <https://scratch.mit.edu/>.



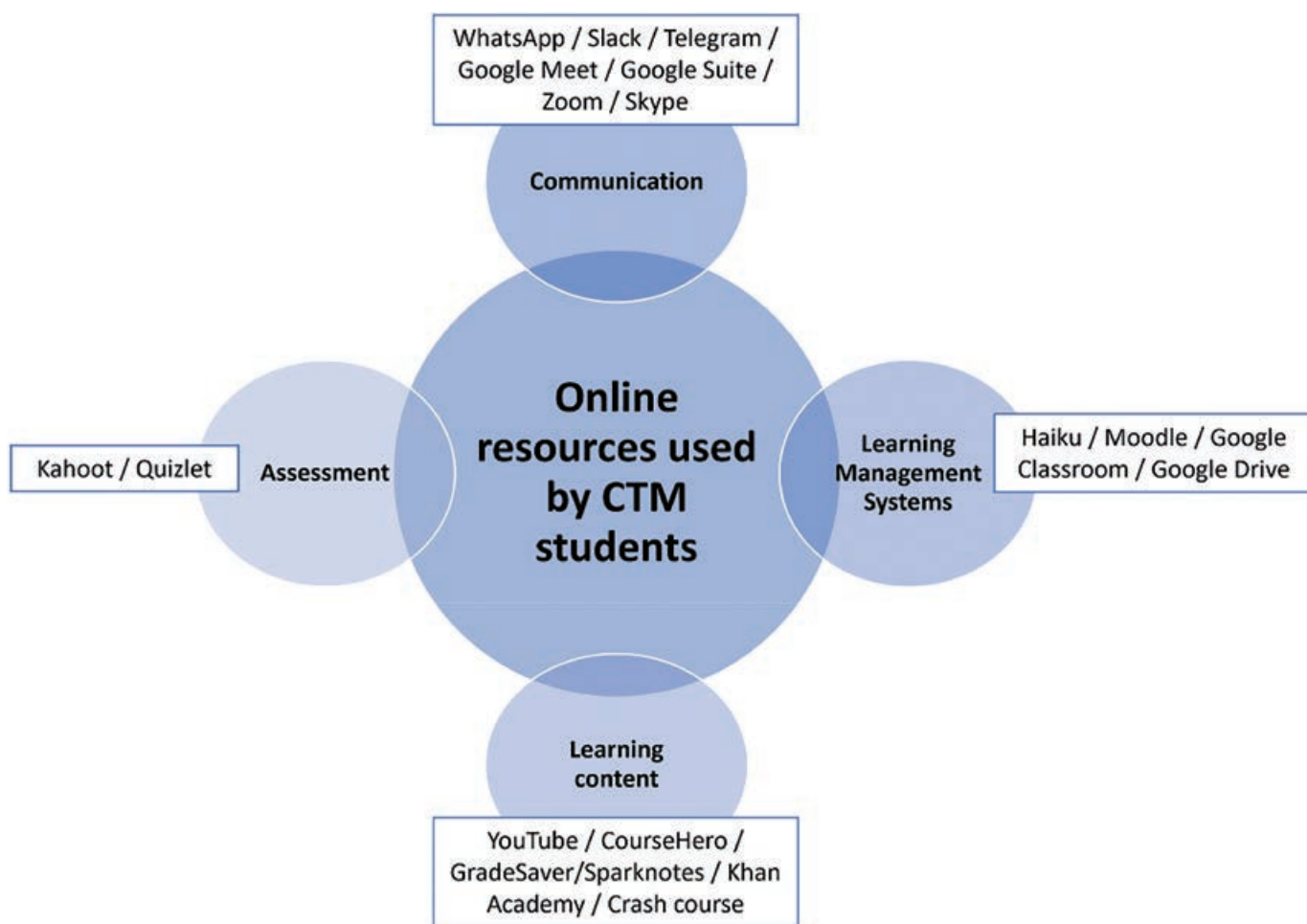
Carrd.co enables users to make single page websites. It is also a free tool which is beneficial. Visit the website at <https://carrd.co/>



Avaya is an online meeting app that integrates with all other apps. It allows for cloud sharing and has a greater variance of tolls compared to a normal LMS. Access Avaya here: <https://www.avaya.com/en/>



Reading eggs is a website that offers gamified English reading activities. It is well structured and will encourage even teenagers to read. Visit it at <https://readingeggs.co.za/>.





Froggy's Tech Corner *Tech according to Fariyah Jaffer*

A Wireless Screen Mirroring App

There are many exemplary screen mirroring and screen recording software out there on the world wide web so what makes Letsview so different? Letsview allows you to mirror any screen wirelessly, thus, allowing any user to use this software without having to carry around endless tangled cables and adapters to make it work effectively. As their vision states, 'where there is a screen, there is Letsview', and they have accomplished that vision by making their software compatible with Windows, Mac, Android, iOS, and even your TV. It is exceptionally easy to use, just download the application, which downloads within seconds, on your preferred reading screen and on your presenting screen and make sure both devices are connected to the same Wi-Fi or network connection and let the mirroring begin. And the bonus of Letsview is that it is free and there are no hidden costs trying to catch you off guard as soon as you start getting used to the software. The possibilities are endless with just a quick push of a button!

Jody Joubert regards Letsview as 'an absolute unicorn' because 'for the first time, we can show a phone screen on BlackBoard's Collaborate.' He is optimistic about no extra cost implications that would have been necessary if extra dongles were purchased for class demonstrations. He also enjoys the app's ability to be used over PowerPoint slides.

In terms of technicalities, Jody cautions that a stable Wi-Fi connection for the phone and the computer is required. The app also needs to be downloaded on both the computer and the phone. Both devices need to be on the same Wi-Fi network as well.

One practical aspect, related to security, is that once the phone's screen goes off, the display is lost and has to be re-shared. This can be easily overcome by adjusting the phone's screen down-times in the phone's settings. As usual, working with two screens, one for the projected phone and one for the PowerPoint, is more beneficial.

Kumospace creates room for LLITUP

Prof Salome Human-Vogel introduced us to Kumospace, a virtual meeting platform. In this virtual space, users can interact with both video and audio like in other conferencing software. The main difference, according to my own experience is that one gets to move around the room while interacting with materials and other people in different locations in the room. Fariyah noted: 'I like that it is still a form of an LMS, but it completely transcends the norm, which is refreshing!' One can also visit different rooms within the TUKSEducation space. This space was utilised for the Faculty's Teaching and Learning day, hosted in September 2021.

Our first encounter with the space was the compilation of a tool overview video that showcases Wakelet, Carrd and Avaya, tools that we only briefly introduced in our previous newsletter. This video, along with other insightful videos, was presented in Classroom A. On Thursday, 30 September 2021 Fariyah and I were also present in Classroom A to engage with some Teaching and Learning Day attendees who were interested in our tool overview. While being in the space we realised, however, that videos for this space need to be kept short and highly engaging. While we had about 10 minutes for the video, a shorter video might have ensured that visitors could gain more from the presentation. Fortunately, visitors could easily revisit the space or access the video's YouTube URL link for reference at a later stage.

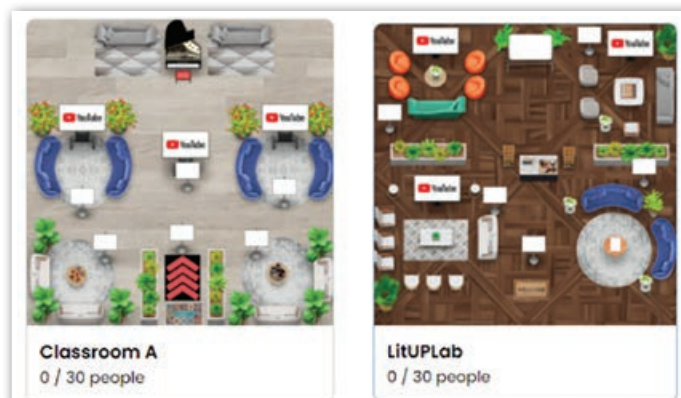
Three of us, myself, Fariyah and Corrie Smuts, also explored the space to create a LLITUP room. Fariyah was excellent with the furniture layout of the room. She really has some interior design skills! Corrie helped visualise the layout of the video presentations in the room. I ensured that the relevant technical stuff (video and website links) were added and functioning well.

Fariyah shared a few of her impressions of the space with us: 'I like that it is quite interactive especially when you go get a coffee: The coffee actually gets finished as if you are actually drinking it as you are wandering through the space. It is quite an innovative feature.'

Fariyah finds it limiting that the signs and furniture cannot be resized. 'Sometimes, they just need to be slightly larger or slightly smaller to fit perfectly in the space.' She also suggests that more custom aspects where we could have more power to modify, would have been beneficial.

This tool can be utilised as ice breaker at the start of the semester so students can get an overview of the module.

Group work will also work well in this setting. We give the tool a 4/5 score.



▲ Kumospace: Classroom A and Kumospace: LLITUPlab

Prof Maitumeleng Nthontho receives a C2 rating from NRF and is promoted to associate professor

Professor Maitumeleng Nthontho is an associate professor and researcher in the Faculty of Education's Department of Education Management and Policy Studies. She is the South African project leader of the collaborative project between the University of Pretoria, the University of Venda, and the Swedish Universities of Gothenburg and Malmö (SASUF). She has completed research courses/programmes designed to equip emerging researchers with research and supervision skills, including postdoctoral research fellowships, strengthening postgraduate supervision and Tuks young research leadership.

Prof Nthontho has been appointed to serve as a mentor in the New Generation of Academics Programme (nGAP) in the office of the Vice-Principal: Academics. She has served as an external examiner for both

master's dissertations and doctoral theses at several universities and has acted as a reviewer for local and international journals, such as the *International Journal of Leadership in Education*, and the *South African Journal of Education*.

She successfully completed the Associate Editor Mentorship Programme with the South African Journal of Science and serves as an editorial member for local and international journals, which include the *South African Journal of Childhood Education*, *Journal of Adult and Youth Education* and the *Journal of African Education*. Her research interests include education law, human rights in education, mentoring in education, school management, leadership and governance, and religious diversity. Prof Nthontho received a C2 rating from the NRF.



▲ Prof Maitumeleng Nthontho



Ms Clara Ngobeni appointed as Faculty Library manager: Education Library



▲ Ms Clara Ngobeni

Clara Ngobeni, a teacher and librarian by profession, has an honours degree in library science, a postgraduate diploma in knowledge management, and a master's degree in tourism management. After working as a teacher-librarian for almost 20 years, she joined the public library sector for four years before joining the UP Merensky Library in 2012. In August 2021 she was appointed the manager of the Groenkloof Education Library.

Ms Ngobeni has been an information specialist for the Faculty of Economic and Management Sciences and has played an active role in rendering research support to Faculty members. She is passionate about client services and support and uses her positive attitude to empower and encourage others to learn more, work hard, serve and succeed. She is inspired by interacting with people and regarding each interaction as a learning opportunity. In her spare time, Ms Ngobeni enjoys reading, listening to music and watching TV.

Ms Nompumelelo Ngcobo appointed as senior management assistant in the Office of the Dean



▲ Ms Nompumelelo Ngcobo

Ms Nompumelelo Ngcobo has been appointed as a senior management assistant in the Office of the Dean with effect from 1 September 2021. She holds the following qualifications: A National Diploma in Secretarial Studies from Mangosuthu University of Technology (MUT), a BTech (Business Administration) from Unisa and a Postgraduate Diploma in Library and Information Science, also from Unisa.

She has no less than 29 years' secretarial and management assistant experience, and 26 of those years were spent at institutions of higher education, including the University of Pretoria, Unisa and the Mangosuthu University of Technology (MUT). Most recently she was employed as personal assistant to the executive dean in the College of Human Sciences at Unisa, from June 2008 to July 2018, and as the departmental administrator in the Office of the Deputy Dean in the Faculty of Education (UP), from January 2019 until she joined the Dean's office on 1 September 2021.

Mr Simon Jiane joins the Faculty of Education as the new Postgraduate Manager



▲ Mr Simon Jiane

Mr Simon Jiane, the newly appointed Postgraduate Manager, joined the Faculty of Education on 2 August 2021. His qualifications include a BCom degree and a Postgraduate Diploma in Marketing Management from Unisa. He has approximately 26 years' experience in tertiary education, in particular in student administration.

During 12 of those years he held supervisory and managerial positions. The Faculty will benefit greatly from his comprehensive knowledge of academic administration, including postgraduate academic administration.

Dr Talita Calitz receives a Y2 rating from the NRF



▲ Dr Talita Calitz

Dr Talita Calitz, a senior lecturer in the Department of Education Management and Policy Studies, received a Y2 rating from the National Research Foundation (NRF). This was celebrated at the University's Virtual Academic Achievers' Awards event on 28 October 2021.

Dr Calitz's research focuses on the impact of poverty, inequality and discrimination on vulnerable students' participation in higher

education. She uses the capability approach and resilience theory to study the political, structural, environmental and psychosocial aspects of inequality that either enable students, or constrain their freedom to participate in higher education.

Dr Calitz is also an expert in research fields such as students' experiences of structural inequality in higher education; student engagement, well-being and participation in higher education; the capability approach and human development; and narrative, critical participatory, ethnographic and digital research methods.

UP EDUCATION AT A GLANCE



FACULTY OF CHOICE

The **Faculty of Education** is the largest contact Faculty of Education in the country and a leader in teacher education and training. Our core function is to train quality teachers, education psychologists, leaders and managers in education. Our admission criteria ensures that we attract high performing students from all over the world.

EXCELLENT ACADEMICS



66.88%

academic staff
with doctorates



21

NRF rated
researchers



94.18%

examination
undergraduate
pass rate

STRONG INTERNATIONAL PROFILE



81 048

Alumni worldwide

QS Rankings (250-300)



ACADEMIC OFFERINGS

4 Undergraduate programmes

2 initial teacher education qualifications:
Bachelor of Education (BEd)
Postgraduate Certificate in Education (PGCE)

1 Higher Certificate in Sports Science
Education

Distance Education programmes

Postgraduate programmes

1 Postgraduate Diploma in Technical and
Vocational Education and Training

1 Advanced Diploma in School Leadership
and Management

10 BEd Honours, 16 MEd and
14 PhD programmes

STUDENT PROFILE

5 572

Total number of enrolled
undergraduate students

3 415

Total number of Distance
Education students

68.8%

Percentage of
black students

Total number of postgraduate students

226 PhD + **219** Master's + **425** Honours =

942

86.57%

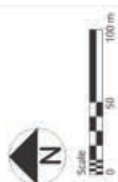
Percentage of
international publications

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



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

- UP Buildings
- UP Residences / Accommodation
- Other Buildings
- Ring Road
- 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: Tutorials	A6	Student Centre
10	Faculty Library: Education	B5	Ikageng
11	Auditorium	B6	Tiricano
12	Guest houses 1, 2 and 3	B7	Hayani
13	Guest house 4	B8	Tukus: Dining hall
14	Normal Hall	B9	Zimnia
15	Cricket club house		
16	Kiaat club house		
17	Lecture halls		
18	Netball		
19	Tennis		
20	Hockey		
21	Rugby / Football		
22	Rugby / Football / Athletics		
23	Swimming pool		
24	Dam		
25	Baseball		
26	G1		
27	G2		
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Map updated June 2019
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