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In-tuition

Newsletter of the Faculty of Education at the University of Pretoria

July 2019 | Vol. 13 – No. 2

www.up.ac.za/education

Minister awarded PhD degree at Faculty of Education

The Minister of International Relations and Cooperation, Dr Naledi Pandor, took her portfolio seriously by graduating with a PhD in Education with Prof. Chika Sehoole, Dean, as her supervisor. Until recently she was the Minister of Higher Education and Training.

Her research topic was 'The contested meanings of transformation in higher education in post-apartheid South Africa'.

The Minister, who holds a Master's in Education Policy and Practice in multi-racial societies, and another in Linguistics from the applied linguistics perspective, explain why she chose UP to further her studies: "I was told that the Education Faculty at UP was a really good team with very powerful postgraduate support. I knew that given my schedule I should be registered at an institution with a good PhD programme.

Several friends referred me to UP." She also explained her choice for her focus on education: "It is the discipline I have always had an interest in understanding further. I am a teacher by early training and am fascinated by education. I learnt that there is a vast amount of absolutely fascinating education information that we need to tap into much more than we do today. I also learnt how to use research material and to carry out a very demanding academic schedule."

Being a student and a cabinet minister was demanding and she said she had to plan her work and study schedule carefully, and sacrificed many things she enjoyed, including time with her family. Her sleep was also affected. "Every moment outside work and politics was given to my studies. I tried to balance, but some areas were neglected,

especially family. I made every effort not to negatively impact my work schedule, but I did accept fewer invitations for three years of the four," she said.

Dr Pandor says the decision to study again was nerve-wracking. She went on, "But I knew I had to try. I was nervous and slightly embarrassed, as I am an older student, but once I started, I did not want to stop. There were several really bright young students and they seemed so confident and relaxed; I sometimes felt I could not catch up to their confidence levels, but I wanted to do this, so I persevered."

Prof. Tawana Kupe, Vice-Chancellor and Principal, was present at the graduation ceremony on 16 April 2019, and conferred the degree on Dr Pandor.



▲ With Dr Naledi Pandor, MP, (centre) are from left Prof. Salomé Human Vogel (Deputy Dean), Prof. Chika Sehoole (Dean), Prof. Tawana Kupe (Vice-Chancellor and Principal) and Prof. Themba Mosia (Vice-Principal: Student Affairs).

Vice-Chancellor honoured guests with his presence at graduation ceremony

Prof. Tawana Kupe, Vice-Chancellor and Principal made a presentation at the graduation ceremony of the Faculty of Education on 16 April 2019. He conferred degrees and also on Dr Naledi Pandor, MP, Minister of Internationalisation and Cooperation. At that stage she was still Minister of Higher Education and Training.

It is my pleasure and privilege as Vice-Chancellor and Principal of the University of Pretoria, to welcome and address you in celebration of those who are graduating today. It is an occasion to celebrate your success as graduates. Every graduation ceremony is exceptional as it marks the start of a new and exciting chapter in your personal and professional lives and often in further postgraduate studies.

Today we celebrate excellence, something that is natural to this university. The 111- year history of the University of Pretoria has been characterised by excellence and change. Your success today embodies the excellence that this University is about and is known for.

As we know today, South Africa and Africa urgently need, in every sector, a critical mass of good leaders, who have foresight and wisdom, are well-educated, well-skilled and rounded citizens, and strong institutions that can anchor sustainable democratic futures, inclusive economic development and social progress. And today, I can say with pride and conviction that the education you received at this university, will enable you to play a significant role in creating brighter futures of our country and continent.

UP is a leading research-intensive University and the largest contributor of graduates in South Africa. At this graduation ceremony alone, we will be conferring a total of 449 of the 11649 degrees and certificates that will be awarded during this April's graduation season.

At UP, we believe in being a quality institution of excellence that is locally responsive and comparable to the best in the world. Global rankings place UP in the top 1.9% of Universities in the world. We are ranked in the top 100 in Law, Theology and Religion and Veterinary Science.

The Department of Higher Education's report on the assessment of research outputs for 2017 reveals that UP produced the highest research units, and is the largest producer of PhD and Master's degree graduates in South Africa. It also reveals that we have one of the highest percentages of academics with the highest qualification, the PhD.

The University leads in research outputs in South Africa and is high in the rankings because of its research performance. We conduct cutting-edge, impactful and relevant research that matters in transforming lives, communities and it makes a meaningful contribution to Africa and the world. In the last 7 months some of our research achievements include carrying out artificial insemination of a lioness resulting in the birth of healthy cubs, the restoration of hearing using a 3-D printed middle ear as well as participating in the imaging of a black hole for the first time. The University's high-quality professional and research-orientated degrees enabled 93% of its students to enter careers of their choice or continue to postgraduate education 6 months after graduation.



▲ Prof. Tawana Kupe, Vice-Chancellor and Principal

Our Faculty of Education from which you are graduating today, prides itself in being responsive to the needs of the education system and of the economy.

Over the past 2 decades, the Faculty has been able to upgrade the qualifications of over 30 000 teachers in South Africa and the Southern African Development Community through Distance Education.

During this graduation season, the Faculty will be conferring 1514 degrees of which 639 are postgraduate degrees, including 19 PhDs and 52 Master's Degrees.

The Faculty had the highest performance level in the university at 92% success rate, in 2018, compared to the university average of 82%. Similarly, our students secure jobs during teaching practice before they complete their studies, based on the quality of the training they receive.

This afternoon, our very own Minister of Higher Education and Training, Dr Naledi Pandor, MP, received her Doctor of Philosophy Degree in Education Policy from this Faculty.

At UP, we keep up with developments in various sectors of the economy and society by continuously renewing, reforming and transforming our curriculum to make our education relevant and responsive to our knowledge and human capital needs. We also transform in core mandate to sustain quality, excellence, excellent and innovative teaching and learning.

Your professional life, running your own business or organisation or pursuing further studies will thrive if you continue to follow these principles.

Finally, I applaud all 449 of you! PROUD OF YOU! I know you are wondering, when I will conclude my speech, as you eagerly await your name to be called to take that walk of pride across the stage. All that remains is for me to say. Make today and every day matter! Make South Africa and Africa's future matter!

Joy as Minister is awarded doctoral degree with 450 other graduates

Dr Naledi Pandor, MP, then Minister of Higher Education and Training, was conferred the Doctor of Philosophy degree by Prof. Tawana Kupe, Vice-Chancellor and Principal on Tuesday, 16 April 2019 at 10:00 in the Rembrandt Hall at Hillcrest Campus.

Dr Pandor's supervisor was Prof. Chika Sehoole, Dean of the Faculty of Education. The title of her thesis was 'Contested meanings of transformation in higher education in post-apartheid South Africa.'

Degrees were awarded to 450 graduates including five other doctoral degrees. That included Bachelor degrees; Honours degrees and Master's degrees. Ms Lilize Wonigkeit received the award of the Vice-Chancellor and Principal.

Dr Pandor was accompanied by many family members, but also 18 members of Parliament who supported her in the wonderful accomplishment.



▲ With Dr Naledi Pandor, MP, were from left Prof. Tawana Kupe, Vice-Chancellor and Principal, Prince Mangosuthu Buthelezi and Prof. Chika Sehoole (Dean).



▲ Dr Naledi Pandor, MP, introduced by her supervisor, Prof. Chika Sehoole (Dean).



▲ Joy after the graduation ceremony. Front row from left: Dr Gregory Adewusi; Prof. Salomé Human Vogel (Deputy Dean); Prof. Tawana Kupe (Vice-Chancellor and Principal); Dr Naledi Pandor, MP, (Minister of International Relations and Cooperations); Prof. Chika Sehoole (Dean: Faculty of Education); Prof. Themba Mosia (Vice-Principal: Student Affairs). Back row from left: Prof. Ruth Mampane (Head: Department of Educational Psychology); Dr Goronga Pedzisai; Prof. Everard Weber (Head: Department of Education Management and Policy Studies); Dr Dinah Ngwenya; Dr Moleboheng Ngozwana; Prof. Ronél Ferreira (Department of Educational Psychology); Dr Ina-Marie Harcourt and Prof. Cyclic Hartell (Acting Head: Department of Early Childhood Education).

Graduation splendour over a week

On 15 April 2019, Dr Felicia Agbagbla was awarded a PhD degree with Dr Judy van Heerden as her supervisor. Dr van Heerden is in the Department of Early Childhood Education. Dr Corene Coetzee from the Department of Science, Mathematics and Technology was awarded the PhD degree with Prof. M Rollnick, from the University

of Witwatersrand, as her supervisor. Dr Adri van der Nest attended the day before a big operation. She received the PhD degree. Prof. Caroline Long from the University of Johannesburg was her supervisor.



▲ Ten PhD candidates at the graduations ceremony of Thursday, 18 April 2019.



▲ Prof. Themba Mosia (Vice-Principal: Student Affairs) capping a student



▲ On 15 April 2019, three students received a PhD degree. From left: Dr Adri van der Nest, Dr Corene Coetzee from the Department of Science, Mathematics and Technology Education and Dr Felicia Agbagbla.

On 18 April 2019, ten PhD degrees were conferred on students. 18 Master's degrees were conferred. Mr LJ van Zyl from the Department of Humanities Education did his Master's degree on 'Challenges of transition from school to senior level athletics in South Africa'. Over the past 2 decades, the Faculty has been able to upgrade

the qualifications of over 30 000 teachers in South Africa and the Southern African Development Community through Distance Education. During this graduation season, the Faculty will be conferring 1514 degrees of which 639 are postgraduate degrees, including 19 PhDs and 52 Master's Degrees.



First group in Sport Science Education graduates

The first group of students in the Higher Certificate in Sport Science Education has received their certificates. The programme provides a basis for knowledge and skills development to improve athlete performance by means of physical assessment, exercise and conditioning prescription. The programme incorporates lectures, tutorials and practical sessions.

◀ Mr LJ van Zyl, Lecturer in the programme and Mr Leepile Motlhaolwa, Coordinator of the programme.



▲ With the first group of graduants in Sport Science Education are in the front 5th from the left: Dr Jaco Joubert, Prof. Johan Wassermann (Head: Department of Humanities Education), Prof. Salomé Human Vogel (Deputy Dean), Mr Leepile Motlhaolwa and Mr LJ van Zyl.

New Head of the Department of Science, Mathematics and Technology Education



▲ Newly appointed Head of the Department of Science, Mathematics and Technology Education, Prof. Ronel Callaghan with some postgraduate students in the LLITUP Collaboratorium.

of Technology, and the Department of Informatics at the University of Pretoria (UP), as well as lecturing in Computer Integrated Education in the Department of Science, Mathematics and Technology Education. She was also the Education Consultant for the Faculty of Engineering, Built Environment and Information Technology at UP for three years.

The focus of her research and postgraduate supervision is the integration of information and communication technology in education, inquiry based and interactive teaching and learning, and interdisciplinary research in the Living Lab paradigm.

Prof. Callaghan spearheaded the Living Lab for Innovative Teaching at UP (LLITUP) initiative, which was established as a trans-disciplinary research unit during 2014, along with the LLITUP Collaboratorium (an interdisciplinary collaborative research environment) which was established during 2016. LLITUP allows for exciting possibilities to work with colleagues, students and teachers in the Faculty of Education, the wider UP community, and beyond the borders of the University.

Prof. Ronel Callaghan was appointed as the Head of the Department of Science, Mathematics and Technology Education.

Her undergraduate qualifications include a BSc with mathematics, physics, applied mathematics and chemistry; a diploma in data metrics with information science, database design and programming; a higher diploma in education (specialising in mathematics and science methodology); and a further diploma in education (specialising in computer science methodology). Her postgraduate qualifications include a master's and

a doctoral degree in education. Both of these research-based qualifications focused on the application of technology in teaching in the field of Information and Communication Technology.

Prof. Callaghan's teaching experience includes teaching science, mathematics and computer science in the FET phase for both the Western Cape Education Department and the Gauteng Department of Education. Her lecturing experience spans 17 years of lecturing in Information and Communication Technology at Technikon Pretoria, Tshwane University

Manager of Unit for Distance Education appointed

Dr Mary Ooko was appointed as the new Manager for the Unit for Distance in the Faculty of Education as of 1 June 2019. Dr Ooko holds a doctoral degree in Didactics of e-Learning and Distance Education from UNISA and a Master of Science in Educational Leadership and Administration from the University of Nicosia, Cyprus. She is also a Fellow of the Higher Education Academy in the UK.

Dr Ooko has experience spanning a period of 30 years in the teaching/teacher training field and e-learning implementation in all sectors of Education and Educational Leadership/administration; and in starting new departments and programmes within various institutions of higher learning.

She brings extensive teaching experience ranging from teaching in regular primary schools, to the Kenya Institute of Special Education where she worked as a lecturer with the added responsibilities of developing and implementing a suitable

curriculum for the training of teachers for the hearing impaired. She has also worked for the Institute of Applied Human Dynamics in New York, taught at Africa Nazarene University, and served as a director of the Institute of Open and Distance Learning at Africa Nazarene University. Furthermore, she is the innovator and founder of the first Virtual Academy of Kenya.

At the time of her recruitment she was the Director at Kabarak University Online. Her roles included supporting the development, functioning and continuous improvement of the Kabarak University online programme and assisting senior management in developing and implementing the online learning strategy, and in developing institutional quality assurance and accreditation frameworks.

► Dr Mary Ooko, appointed as Manager of the Unit for Distance Education.



Staff awarded at the Academic Achievers function

On 21 May 2019 the University of Pretoria presented Academic Achievers Awards to outstanding staff.

"Our country, indeed the entire world, needs new, cutting-edge knowledge that only researchers or scholars with your expertise are capable of producing. Thank you for being part of this institution, and ensuring that UP continues to illuminate the path of research excellence," Prof. Tawana Kupe, Vice-Chancellor and Principal of the University of Pretoria, said in his message.

In the Faculty of Education four awards were made to staff members who received C2 ratings from the National Research Foundation (NRF). Prof. Everard Weber, Head of the Department of Education Management and Policy Studies, and Prof. Johan Beckmann from the same department, received the award for a C2 rating. Prof. Rinelle Evans from the Department of Humanities Education also received a C2 rating from the NRF and also received an award.

Prof. William Fraser from the Department of Science, Mathematics and Technology Education, who passed away in January, was awarded posthumously. He also received a C2 rating from the NRF.



▲ From left: Prof. Johan Beckmann from the Department of Education Management and Policy Studies, Prof. Chika Sehoole, Dean: Faculty of Education, Prof. Everard Weber, Head: Department of Education Management and Policy Studies and Prof. Rinelle Evans from the Department of Humanities Education.

Dr Marius Pienaar appointed as instructional designer



Dr Marius Pienaar, who was an instructional designer at the Department of Education Innovation, was appointed as the Education Consultant for the Faculty of Education as of March 2019.

He was the designated instructional designer for the Faculty of Veterinary Science before joining this Faculty. Dr Pienaar brings knowledge and experience to the position that will be of great benefit to the academic staff members.

Dr Pienaar started his career as a high school Afrikaans and German teacher in 1988 and progressed to a position as Head of the Afrikaans Department at Dainfern College from 2007 to 2008. He started his higher education career in 2008 as the Courseware Development Manager of the CTI Education Group.

As part of his duties, he also oversaw the development of courses for The London School of Business and Management (LSBM). In 2009 he was appointed as an instructional designer at the Tshwane University of Technology before joining the University of Pretoria as Senior Instructional Designer in 2014.

Dr Pienaar holds BA(Ed), B(Ed), and M(Ed) (Curriculum Studies) degrees, as well as a PhD in Learning and Teaching. He has a keen interest in assessment and OER and has delivered a number of conference papers on these topics.

Ms Melanie Voller appointed as Departmental Administrator



Ms Melanie Voller was appointed as Departmental Administrator for the Department of Education Management and Policy Studies.

She was born and raised in Pietermaritzburg, KwaZulu-Natal and relocated to Pretoria five years ago.

She obtained her Bachelors degree in Business Administration while being employed in administration and clerical positions at the

District Municipality in Pietermaritzburg. She was then afforded the opportunity to work in the Integrated Development Planning unit at the Municipality after obtaining her degree. This was a wonderful opportunity, as this gave her practical experience in strategic planning.

Part of her work experience is organisational planning, catering, office administration, and she has also worked for Non-Governmental Organisations.

On their relocation to Pretoria, she was a stay-at-home Mum for the first 2 years. She started working at the University of Pretoria 3 years ago at the Department of Plant and Soil Science as a part time administrator to Prof. Namrita Lall, a researcher in Medicinal Plant Science.

It was an absolute joy working with Prof. Lall, her postgraduate students and the staff in the Department.

Inaugural address of Head of Humanities Education

Prof. Johan Wassermann delivered his inaugural address on 6 June 2019 in the Auditorium at the Faculty of Education, Groenkloof Campus. Prof. Wassermann's address was titled 'The South African state and the teaching of apartheid in school History – circa 1980 - 2019'.

He said, "In this address I will, in a diachronic manner, map the 'pedagogical' moves the South African state made from the late apartheid era to the present in the teaching of apartheid as part of school History. In so doing, I aim to bring about some understanding of how a society in conflict and a post-conflict succession state have engaged with South Africa's most controversial historical period. In the course of this address, the problematic symbiotic relationship between the South African state and school History will be laid bare.

"School History under the National Party entrenched the policies of apartheid by blending fundamentalist Christian National Education pedagogy, teacher centeredness and rote learning with Afrikaner Nationalist historiography. The result was a memory discipline which taught apartheid as a single master narrative while promoting a civil identity rooted in hegemonic masculinity, nationalism, whiteness, supremacy and exclusion. In contrast, school History in the post-apartheid period strongly veered towards academic and civil identities based on analytical discipline."

"This orientation foregrounds historical thinking and concepts, critical engagement with historical sources and the construction of plausible, evidence-based narratives of the past. Underpinning school History as an analytical discipline were, with reference to apartheid, the grand ideas of collective victimhood, nation building, rainbowism, clear heroes and vague villains. Engaging with apartheid in this manner brought school History, as the officially sanctioned version of the past, into conflict with unofficial history, certain black academics, the South African Democratic Teachers Union, students, and the African National Congress state itself."

"This spawned countless ambiguous and contradictory statements, leaning towards a Zimbabwean style patriotic history, as well as a ministerial task team that has investigated making school History a compulsory subject up to Grade 12. School History currently finds itself in an ideological bind between the baggage of the discipline, the laudable principles of the Constitution encapsulated in the CAPS History curriculum that aims to promote conflicting versions of the past, and a final decision from the ministerial task team."

Prof. Norman Duncan, Vice Principal: Academic and Prof. Chika Sehoole, Dean, participated in the procession with Prof. Johan Wassermann. At least 200 guests were present to celebrate the inauguration.



▲ Prof. Chika Sehoole (Dean) with Prof. Johan Wassermann, inaugurated as Head of the Department of Humanities Education and Prof. Norman Duncan, Vice-Principal: Academic.



▲ Prof. Johan Wassermann addressing the audience of almost 200 people.



▲ Staff in the Department of Humanities Education were overwhelmed with the excitement of Prof. Johan Wassermann's inauguration!

UP Vice-Chancellor and Principal, Prof. Tawana Kupe officially inaugurated

Prof. Tawana Kupe, the newly appointed Vice-Chancellor and Principal of the University of Pretoria (UP), was officially inaugurated into his position at a function on Saturday, 23 March.

The event was attended by stakeholders of the University, which included the executives and representatives of the UP student body, academic and support staff, alumni and donors, vice-chancellors of other universities, and representatives of science councils. Chancellor of UP, Prof. Lumkile Wiseman Nkuhlu, and Chair of Council, Ms Futhi Mtoba, presided over the function.

Prof. Kupe is the 13th vice-chancellor to take up the reins of this 111-year-old university and commenced his duties on 14 January 2019. Prior to his appointment, he served as the Vice Principal of the University of the Witwatersrand (Wits), responsible for the daily running of that institution and the coordination of operations across all executive portfolios. Before that, he held the rotating Vice-Principal post and also

served as the Deputy Vice-Chancellor for Advancement, Human Resources and Transformation.

Between 2013 and 2014, Prof. Kupe was Deputy Vice-Chancellor for Finance and Operations. He served as the Executive Dean of the Wits Faculty of Humanities between January 2007 and December 2012, after serving as the Head of the then Wits School of Literature and Language Studies. He was also the founding Head of the Media Studies Department.

Most recently, he was Founding Director of the Africa Centre for the Study of the United States – a multidisciplinary centre focusing on critically analysing the United States as a nation and society.

Prior to joining Wits, Prof. Kupe lectured at Rhodes University and briefly acted as Head of the Department of Journalism and Media Studies. He joined Rhodes from the University of Zimbabwe, where he worked in various academic capacities.



Prof. Kupe holds a Bachelor of Art Honours degree and a Master's in English from the University of Zimbabwe, as well as a DPhil in Media Studies from the University of Oslo, Norway. A highly published academic, he has authored several journal articles, books and book chapters in his main discipline: Media Studies and Journalism.

An active member of several civil society organisations, Prof. Kupe is on the Board of the AmaBhungane Centre for Investigative Journalism and he has been Chairman of the Board of Media Monitoring Africa since 2005. He is a regular commentator on issues related to the performance of the media.

UP improves position in QS World University Rankings

The University of Pretoria (UP) significantly improved its standing in the QS World University Rankings 2020. UP improved its global position in two of the six indicators, thus placing it among the top 52% universities in the QS rankings and among the top five South African universities.

The QS World University Rankings rate the top tertiary institutions around the world against several indicators, including academic reputation, employer reputation, the number of citations per faculty, the student-to-faculty ratio, and the number of international students. Ranked at position 232 globally on the Employer Reputation indicator, the University of Pretoria is placed firmly among the world's top universities as an employer of choice. UP also improved its rankings in citations per faculty member,

while the ranking for international faculty also showed an improvement compared to the previous year.

UP also improved in the overall rankings, moving up to the 501–550 range from the 561–570 range last year. Considering there are approximately 26 000 universities globally, this improved ranking positions the University of Pretoria among the top performing universities in the world, stated the QS body.

This rating puts UP among some of the highly rated and top international academic institutions from the world's economic giants such as Japan, China, Germany, US, India and Australia.

Prof. Tawana Kupe, Vice-Chancellor and Principal of the University of Pretoria said, "The University of Pretoria is committed to quality and world-class academic standards, which make us a university of choice in South Africa, delivering both top academics as well as top graduates, both at undergraduate and post-graduate level. We

are very pleased with these results, as this is critical in displaying our intention to be the number one university in Africa and among the top leading universities in the world."

"UP is not only showing a marked improvement among its international peers, but also in South Africa. UP still has the second-highest number of staff members with PhDs (after UNISA), which clearly highlights the emphasis that our university places on the quality of education and research.

In terms of our international university member associations, the University of Pretoria is ranked among the top 50 universities in terms of the BRICS Universities League, according to the 2019 QS BRICS University Rankings. UP's ranking on graduate employability also depicts the emphasis that we place on improving the employability of our students. Consequently it is now, more than ever, very important for the University of Pretoria to constantly improve visibility and high-quality academic outputs," Prof. Kupe said.

University of Pretoria tops ranks in new DHET report on SA research outputs

A recently released Department of Higher Education and Training (DHET) report reveals that the University of Pretoria (UP) produced the most weighted research outputs per capita for 2017, as well as the highest number of published research outputs in South Africa. UP also produced the most weighted research outputs per capita in 2015.

According to the report, 10.93% of published research papers produced by South African public higher education institutions in 2017 originated from UP. The total number of UP publication units was 2 062. The national grand total across all sectors, which includes peer-reviewed papers, scholarly books and published conference proceedings, was 18 872 units.

The findings are contained in the DHET's Report on the Evaluation of the 2017 Universities' Research Output (published March 2019), which provides an analysis of the research performance of South African public higher education institutions. It evaluates and focuses on research findings published in accredited journals, books and approved published conference proceedings.

UP published 237 book units, 111 conference proceedings units and 1 713 peer-reviewed published units in 2017, which placed it in the top spot. A total of 1 465 UP research units were published in internationally accredited journals in 2017, constituting 85.5% of UP's total research output of 1 713 units. The University's scholarly book publications increased by 21.1%, from 196 to 237 units.

UP Vice-Chancellor and Principal, Prof. Tawana Kupe said, "I must applaud my colleagues, our outstanding UP academics, for their high research output productivity.

Excellence in research is a foundation of the University of Pretoria. It is part of our vision to be a leading research-intensive university in Africa, recognised internationally for its quality, relevance and impact, and also for developing people, creating knowledge and making a difference locally and globally."

Prof. Kupe also thanked the government for its research funding support, and thanked industries and other partners that support UP research.

Universities are required to submit their research outputs annually to the DHET. The subsidisation of quality research outputs produced by universities forms a basis for sustaining research and promoting increased research productivity and other forms of knowledge generation required to meet national development needs. According to the report the allocation of subsidies does not distinguish between articles published in locally or internationally listed journals. "However, global exposure of knowledge production by South African researchers is indeed very encouraging and enhances the quality of our system."

UP's Vice-Principal for Research and Postgraduate Education, Prof. Stephanie Burton, said, "It is important for the public to recognise that when research is done it has to be published in academic journals and reviewed by peers in order to be recognised and to have impact and relevance. UP is proud to be producing ground-breaking research in and from South Africa in pursuit of our quest to remain at the forefront of academic excellence."

The publications are analysed by subject matter, and UP made a significant contribution to publications in the following sectors: agriculture (334); philosophy, religion and theology (304); engineering (279); health (250); social science (142); business and economics (115); law (110); computer and information science (82); physical sciences (96); education (66) mathematics and statistics (65); life sciences (60); and language, linguistics and literature (44).

Universities are also measured on their success in educating master's and doctoral students. In 2017, UP had 1 866 master's graduates and 355 doctoral graduates, which increased in 2018 to 1 993 master's graduates and 427 doctoral graduates.

Prof. Kupe added: "The development of young talent and the mentorship of the researchers and academics of the future are priorities at UP. We know that to transform the lives of people in South Africa and across the continent, a society committed to research, science and technology is needed to address socio-economic challenges."

According to the report: "It is an established fact that institutions with relatively higher proportions of academics with a doctorate degree as the highest qualification, compared to institutions with a higher proportion of academics with a master's as the highest qualification, have relatively higher research output. This observation is the basis for development funding from the Department, especially with respect to the University Capacity Development Programme."

UP's academic staff also top the log. According to the report, UP is the South African university with the highest number of permanently appointed academics who hold a doctoral degree (810) as their highest qualification. This means that 65.5% of UP's academic staff hold a doctoral degree, while another 29.8% hold a master's degree.

Prof. Kupe said UP aims to sustain and take to the next level the productivity and the quality of its research "by improving enabling environments, supporting early career and emerging researchers, doubling the number of post-doctoral fellows and forging strategic research partnerships on our continent and globally." He added that the recent launch of UP's Future Africa Institute is a platform or space for conducting transdisciplinary research "which solves complex 21st century African challenges, thereby deepening our research-intensive character".

Faculty of Education official social media pages

The Faculty of Education has official social media presence on Facebook @UP Faculty of Education and Twitter, EducationUP@Educationtuk.

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



UP Faculty of Education



EducationUP@Educationtuku

The Centre for Diversity and Social Cohesion

“We shall build a society in which all South Africans will be able to walk tall, without fear in their hearts, assured of their inalienable right to human dignity – a rainbow nation at peace with itself and the world.”
(Nelson Mandela)

In May 2019, this Research Centre was officially introduced to staff in the Faculty of Education. Prof. Saloshna Vandeyar from the Department of Humanities Education was the motivation behind the establishment of the Centre.

The Centre for Diversity and Social Cohesion seeks to be a leading, cutting-edge, innovative knowledge generation hub characterised by excellence, intellectual rigour and integrity that contributes meaningfully to synthesising and driving insights into the global issues of diversity and social cohesion, social/cultural/cognitive justice education, and intercultural reconciliation.

The research focuses of the Centre for Diversity and Social Cohesion will include:

- Investigating and exploring diversity and social cohesion, particularly in education, as a complex trans-disciplinary, multidisciplinary and intra-disciplinary phenomenon in societies;

- Researching social, cultural and cognitive justice education, with a particular focus on race (in)equalities and all other kinds of inequalities that are produced and reproduced in educational spaces by educational processes, discourses and practices; and
- Promoting Global South knowledge on diversity and social cohesion (with an emphasis on Africa) in existing diversity discourses worldwide through systematic scientific inquiry.

At the introduction tea, Prof. Johan Wassermann, Head of the Department of Humanities Education, reminded the guests of Prof. Vandeyar's approach to the process of establishing this Centre. It took four years to finalise the process and she was always positive about the outcome.

Prof. Chika Sehoole said in his address, “Researching the political, psychological, sociological, anthropological, semiotic and discursive manifestation of diversity in the social context is important.”

“The focus is also on equally understanding how these different forms of difference, namely race, ethnicity, culture, socioeconomic status, class, language, gender, religion, identities, nationalities, political orientation, and disabilities are opportunities for facilitating and impeding the capacity of human beings to realise their full potential as human beings, which is profoundly important.”



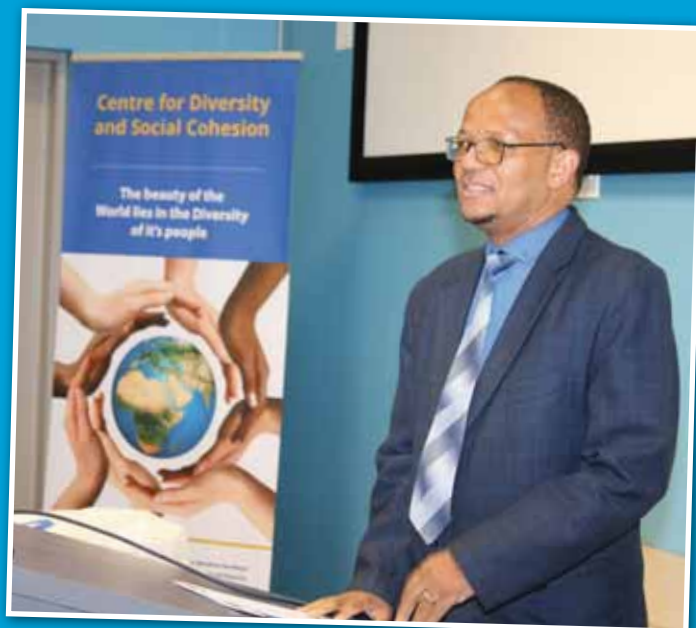
▲ Prof. Saloshna Vandeyar, Director of the Centre for Diversity and Cohesion.



▲ Prof. Johan Wassermann, Head of the Department of Humanities Education spoke intensely about the necessity of the Centre.



▲ Prof. Salomé Human Vogel, Prof. Johan Wassermann, Prof. Saloshna Vandeyar and Prof. Chika Sehoole at the banner that says: ‘The beauty of this world lies in the Diversity of its people.’



▲ Prof. Chika Sehoole, Dean introduced the Centre for Diversity and Cohesion.

Harvard-Africa-Asia partnerships in health and healthcare

The 'Africa-Asia Partnerships in Health and Healthcare Delivery for Women and Youth' was a two-day, by invitation only symposium organised by Harvard. As part of this important occasion, Prof. Liesel Ebersöhn organised a specialist panel that focused on medical humanities perspectives on young people and health in sub-Saharan Africa. The panellists, who were all from the University of Pretoria, included Professors Tharina Guse, Linda Theron and Flavia Senkubuge.

Prof. Theron, who is affiliated with the CSR, reported on some of the early findings of the Resilient Youth in Stressed Environments (RYSE) study. The RYSE findings emphasise that adolescent resilience is a collaborative process towards which families and communities make key contributions. These findings fit with medical humanities emphases on people as nested beings and urge mental health practitioners to intervene at the level of the family and community, rather than only at the level of the adolescent.



▲ The panel, consisting of Professors Flavia Senkubuge, Karen Thornber, Tharina Guse and Linda Theron, responding to the audience's questions.

Academics network with USA and Canada

Prof. Ruth Mampane, Head of the Department of Educational Psychology and Dr Funke Omidire from the same Department, attended the AERA Annual Meeting in April 2019, in Toronto, Canada. Their poster presentation was titled: 'Inequality in education policy in post-truth era: Spotlight on language realities in a rural school'.



▲ Staff from Fordham University in New York, that visited South Africa and the Faculty of Education in March this year were: Dr Booi Themeli (Professor in Economics), Dr Ellen Fahey-Smith (Associate Vice-President in the Provost's Office), Dr Funke Omidire from the Department of Educational Psychology, Dr Maura Mast (Dean: Fordham College at Rose Hill), Prof. Chika Sehoole (Dean) and Prof. Ruth Mampane, Head: Department of Educational Psychology.



▲ Dr Funke Omidire



▲ Prof. Ruth Mampane

Ms Masola spreads her wings



Ms Athambile Masola from the Department of Humanities Education presented a paper at the African Literature Association conference which was held in Ohio in May. The title of her paper was 'The language of Noni Jabavu'.

Ms Masola will also be attending a summer school at Yale University soon. The Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition is launching 'Shared Histories: The United States and South Africa'. It is an international teachers' institute that will bring together teachers from Connecticut, USA and Johannesburg, South Africa to study the histories of their respective countries and to work together to engage their students in shared online classroom activities.

Prof. Vandeyar abroad

Prof. Saloshna Vandeyar was invited to present a keynote address at Chester University in London in April 2019.



Her paper was entitled, 'Why decolonising the South African university curriculum will fail' and it was presented at a conference on 'Decolonising the neoliberal university curricula: Should 'new' universities lead the way?'.

She also presented a paper at the American Education Research Association (AERA) conference: 'Leveraging education research in a post-truth era: Multimodal narratives to democratize evidence'. Prof. Vandeyar spoke on 'Unboxing 'Born-frees'.

She also visited the University of Toronto in Toronto, Canada in April and held meetings with Prof. George Sefa Dei (Director of the Centre for Integrative Anti-Racist Studies) and Prof. Njoki Wane (Chair of the Department of Social Justice Education).

Prof. George Sefa Dei subsequently visited the Faculty of Education at the University of Pretoria and delivered a keynote address at the Teaching and Learning Day that was held on 14 May 2019.

SMTE staff member attends summer school in Greece



Mr Ernest Mazibe, a lecturer in the Department of Science, Mathematics and Technology Education (SMTE) attended the European Science Education Research Association (ESERA) summer school that was hosted by the University of Crete at the Orthodox Academy of Crete (OAC) in Greece in June.

Forty-nine PhD students who mainly hailed from Europe, but included some from countries all over the world, attended the summer school alongside 17 staff members who served as mentors. The students were divided into seven groups, with each group having seven members and two mentors. PhD students each presented their research and received constructive feedback, both from fellow PhD students and mentors, as well as from a subsequent one-

on-one discussion with one of the mentors. The students also presented posters to other attendees who were interested in their specific line of research. As part of the summer school some of the mentors presented plenary lectures, while others ran workshops.

Mr Mazibe described the summer school as a huge success and one that will surely benefit him going forward with his PhD studies.

Inspiring South African speaking for Autism rights at the United Nations



Emile Gouws, a brilliant South African who despite his Autism, has overcome many obstacles to fight for the rights of people with Autism. He has spent his life working to make the lives of children better. He did a master's degree in Education and currently works as a remedial teacher. Emile is now doing his PhD at the Faculty of Education where he also completed his undergraduate studies. His PhD has a specialised focus on Autism. At the age of 26, he is an incredibly inspiring person.

According to Kim Rundle, founder of the Special Kneads Cafe, he is breaking the box of Autism. At this moment, Emile is in New York addressing the United Nations about Autism rights in South Africa.

"I am in awe of his accomplishments in life. He has literally broken the box. He is living a full life, in a beautiful pure relationship with Sammi Rundle who is also autistic. He is Special Knead Cafe (The

Centre of Justice for Special Needs NPO) Ambassador and on the NEC of Autism SA. He drives and lives an independent life with the incredible support from his mother Marie Gouws."

"He is by birth Afrikaans but wrote his Master's and is doing his PhD in English. He is a motivational speaker and I had the honour of hearing him speak at Wits Medical School to the academics and doctors on his life and struggles."

Emile believes every autistic person deserves a voice and an education. Through his work, he is changing not only lives but also perceptions.

Autism, or autism spectrum disorder (ASD), refers to a broad range of conditions characterised by challenges with social skills, repetitive behaviours, speech and nonverbal communication. Every autistic child is different, while there are many similarities, each child's treatment and coping mechanisms differ. This means that the work Emile is doing is vital to creating understanding and awareness in South Africa. Having the life experience to back up his work helps immeasurably!

Teaching and Learning Day – an excellent display

On 14 May 2019, the Faculty of Education presented a Teaching and Learning Day, hosted by the Department of Humanities Education. The theme of the day was: 'Theories of Teaching and Teaching Theories'.

Prof. Ursula Hoadley from the University of Cape Town delivered the first keynote address. Her topic was 'Pedagogy in Poverty Lessons from Twenty Years of Curriculum Reform in South Africa'.

Prof. George Sefa-Dei was the second keynote speaker and he spoke about 'Coming to know and knowing differently'. He is previously from Africa but is now from the University of Toronto in Canada.

The culture of excellent teaching is firmly entrenched at UP across all fields of study. Our committed academics have multiple

approaches to teaching to ensure that students with a variety of learning strengths succeed. Good teaching helps students to excel and graduate in the minimum time set out for a degree.

The University's degrees are locally accredited and internationally recognised. We have agreements in place with the relevant legal accreditation bodies around the world, which means that, with UP behind your name, your qualification will always be recognised.

The educational approach has a strong focus on inclusivity and equitable access to education, but ultimately on equity of outcomes. We effectively use contact sessions in traditional lectures, seminars, laboratories and practical sites, together with the experience gained by more than 20 years of using online learning platforms. This has enabled access and success for an increasing number of students.

► *Ms Elsie Mahlangu and Ms Sonja Delpert*



▲ Keynote speaker of the day, Prof. Ursula Hoadley, with Prof. Saloshna Vandeyar, Prof. Salomé Human Vogel, Prof. Chika Sehoole, the second keynote speaker, Prof. George Sefa-Dei and Prof. Johann Wassermann.



▲ *Ms Makwalete Malatji, Ms Nadia Swanepoel and Ms Joyce West*



▲ *Ms Mahomed-Asmail and Ms Renate Eccles*

The front line of Teaching and Learning Day

Also discussed were 'Revealing the mysteries of a methodology chapter: My experiences as a postgraduate student and supervisor' as well as 'Preparing visual arts education student-teachers for a future with emphasis on skills and process'. Part of the presentation was practical work. During her session Dr Raita Steyn also focused on 'The element of surprise for creative thinking arts'.

The University's teaching and learning approach is based on inquiry-based learning, hybrid learning and community-based learning.

This means that students can ask questions and do research in their field to learn and discover answers on their own; be taught in a classroom or other formal contact environment but also find additional activities, notes, resources and videos to supplement their classes online; or apply their knowledge in a practical way to help communities around university campuses.

Additional academic development is offered to first-year students to orientate them to the range of support services and offerings available institution-wide and within faculties to help students achieve their academic goals. These include tutoring, mentoring and advising services.

Our students have access to a range of extramural activities in sports, arts and culture to ensure that their time at UP helps to develop them holistically into well-rounded graduates.

The exhibitions ensured a lot of entertainment. Art Education has so many students participating. The exhibitions were of high standard and the students became part of the teaching and learning focus on campus. The day ended with a book launch.



▲ The third year art education group who displayed their art with Ms Delene Human (right).



▲ Students at an exhibition



▲ Live art work



▲ Student assistants on Teaching and Learning Day were Elsa Etokabeka, Kayla Haarhoff and Andrea Kruger.

National Reading Coalition developed

South Africa is facing a national reading challenge. Many school children of the age of ten years old are unable to read for meaning. An initiative to strengthen the reading capacity of learners was introduced by the National Education Collaboration Trust (NECT) with the Department of Basic Education's Read to Lead Campaign.

This initiative is known as the National Reading Coalition (NRC), being a multi faceted programme. The launch of this programme was attended by a vast variety of experts from many disciplines in the broader education and corporate sectors. Stakeholders from these sectors will be given an opportunity to provide input into the current reading framework across South Africa.

One of the highlights from this event was the confirmation from President Cyril Ramaphosa, as part of his state of the nation address (SONA), that reading

needs to be promoted. The significance of this programme lies in learners' having to read for meaning. The issue of reading for meaning is raised in all the learning programmes in the foundation phase and in subjects in the intermediate phase.

Reading improvement, according to the NRC, will be supported by looking at access to relevant resources, continuing professional development, community support, policy, research and evaluation, and initial teacher preparation.

Representatives of the University of Pretoria who attended the launch of the NRC included Ms Mashuda Ebrahim and Ms Nadia Swanepoel from the Department of Early Childhood Education and Prof. Rinelle Evans from the Department of Humanities Education.

What a pleasure to start reading for meaning!



▲ Ms Nadia Swanepoel and Ms Mashuda Ebrahim attended the launch of the National Reading Coalition.

Gauteng launches English language Teacher's Association



English language teacher representatives of the four regions of Gauteng Department of Education (GDE), academics, DBE and GDE officials, and others vested in promoting English language teaching and learning packed the hall of Parktown Boy's High School in June.

The launch, driven by the Interim Steering Committee under the leadership of President Dr Visvaganthie Moodley (WITS School of Education) and Deputy President Ms Renske Pieterse (Provincial English Language coordinator, GDE), was set to ignite teachers with a passion for teaching and the need for professional development. The President's speech unpacked the slogan of GELTA, 'Read. Think. Ink. For Humanity in Diversity' and argued that teachers could use the classroom as a space for developing a humane society whilst simultaneously developing cognitive academic language proficiency. Keynote speaker, Prof. Mirriam Lephala (Head of English Studies, UNISA) inspired the audience on 'The World of Words: Transforming Lives'.

GELTA promises to be the platform for professional development and support for English language teachers at the various phases and looks forward to a growing membership. Prof. Evans from the Faculty of Education pledged her support as national chair of the South African Association for Language Teaching. This professional organisation was founded in 1966 and is the custodian of an accredited academic publication addressing theoretical and applied issues – *The Journal for Language Teaching*.

◀ Deputy President Ms Renske Pieterse (Provincial English Language coordinator, GDE), Prof. Rinelle Evans from the Faculty of Education (National chair: South African Association for Language Teaching) and President Dr Visvaganthie Moodley (WITS School of Education).

Dr Palane attends the launch of the National Reading Coalition

In February, the Centre for Evaluation and Assessment (CEA) was represented by Dr Nelladee Palane at the launch of the National Reading Coalition (NRC).

The PIRLS 2016 study conducted by the CEA brought attention to the dire need to address the reading crisis facing South Africa's primary school learners when the study results were released in December 2017. The National Education Collaboration Trust (NECT), together with the Department of Education's Read to Lead campaign, established the NRC which aims to improve coordination amongst various stakeholders. This is to reduce inefficient overlaps and gaps in the numerous forms of support for reading, to promote the adoption of approaches that have evidence of

success and to increase the opportunities for economies of scale. Minister Angie Motshekga reiterated in her address at the launch, held at the Kopanong Hotel and Conference Centre, that the country is in a state of emergency with regard to the reading challenge.

The coalition plans to implement interventions relating to the following six areas which are critical in the improvement of reading: initial teacher preparation, access to relevant resources, continuing professional development, community support, policy, and research and evaluation. Dr Surette van Staden, Director of the CEA, is on the committee spearheading the interventions in the area of research and evaluation.



▲ Dr Nelladee Palane at the CEA.

Appointed as Associate Editor



Dr Surette van Staden has been appointed as Associate Editor for *Reading and Writing*, an accredited South African journal affiliated with the Literacy Association of South Africa (LITASA).

Reading and Writing is an interdisciplinary and inter-professional scholarly journal that explores how literacy is defined, enacted and promoted in a range of institutional, socio-cultural and disciplinary contexts, particularly within African and other developing countries. Her appointment in this role is until 2021.

Editorial



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

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Pop-Up books



◀ Second year student, Mr Mandla Ndala, Dr Raita Steyn from Humanities Education (Art Education) and Postgraduate student, Mr Paseka Chisale are testing the Pop-Up books before donating them to Prinshof School for the Blind and Visually Impaired. The Pop-Up books were created and donated by the JLK 120 students. Prinshof School provided the braille print.

Resilience think tank



▲ Prof. Oonsie Briggs and Prof. Linda Theron

The African Climate and Development Initiative at the University of Cape Town (UCT) and the Centre for Complex Systems in Transition at the University of Stellenbosch (US) hosted a resilience think tank at UCT on 28 March.

The focus for the think tank was 'Interrogating resilience in different contexts'. The organisers invited Prof. Oonsie Biggs (who holds a DST/NRF South African Research Chair in Social-Ecological Systems and Resilience and is affiliated with the Stockholm Resilience Centre in Sweden) and CSR-affiliated Prof. Linda Theron to be the think tank's keynote speakers.

Prof. Biggs's keynote was titled 'Tackling the Anthropocene challenge: Social-ecological resilience thinking'. Prof. Theron's presentation was titled 'Innovations in the theory and practice of psychological resilience'. In addition to these two contrasting keynote perspectives on resilience, the organisers invited academic panellists from diverse disciplines (e.g. urban governance, securities studies, disaster risk reduction, and business studies) as well as practitioner panellists (including from government). The result was a day of inspiring, cutting edge deliberations that promised to take the study of resilience in South Africa forward.

Staff visit Holocaust and Genocide Centre

Staff in the Department of Education Management and Policy Studies visited the Johannesburg Holocaust and Genocide Centre (JHGC).

The JHGC, in partnership with the City of Johannesburg, moved into a new building of memory, education and lessons for humanity in mid-2016 and officially opened to the public in March 2019 with the completion of its permanent exhibition.

The JHGC seeks to raise awareness of the evils of genocide with a particular focus on the Holocaust and the 1994 genocide in Rwanda. It aims to serve as a memorial to the six million Jews who were killed in the Holocaust, all victims of Nazi Germany, and the estimated 800,000 Tutsi victims of the Genocide in Rwanda. They also aim to teach people about the consequences of prejudice, racism, antisemitism, homophobia and xenophobia, and the dangers of indifference, apathy, and silence to freedom and democracy.

Prof. Chaya Herman, from the Department of Education Management and Policy Studies, has been on the curatorial team of the exhibition, conceptualising and writing the script for the permanent exhibition

together with the Director of the Centre, Tali Nates. Both curators guided the staff of the Department of Education Management and Policy Studies through the Centre. They also met a survivor of the Rwanda

genocide who described his horrific experience. It was an informative and emotional day for us and should be on the itinerary of every educator in South Africa.



▲ Front row from left: Dr Nevensha Sing; Ms Thino Rajab; Dr Agnes Mohlakwana; Ms Lifutso Ts'ephe; Dr Margaret Chauke; Dr Teresa Ogina; Prof. Everard Weber (Head: Department of Education Management and Policy Studies). Middle: Dr Bissum Parag and Dr Maitumeleng Ntho Ntho. Back: Prof. Chaya Herman; Prof. Chika Sehoole (Dean); Ms René Beyers and Dr Samuel Adeyemo

Professional development of mentors

Most internationally leading universities encourage the development of the focused mentoring of academic staff. Mentoring is viewed as an intentional process aimed at enabling mentees to realise their full potential. A mentee-centred approach to mentoring was recently adopted by UP.

With a view to contributing to the professional development of mentors at the University, the division for learning and development, which forms part of the Department of Human Resources (HR), began implementing professional development workshops in 2016. The workshops are offered by Prof. Pieter du Toit from the Department of Humanities Education. His field of specialisation is the professional development of academic staff, which includes mentoring in higher education.

The programme was initiated by Prof. Norman Duncan, Vice-Principal: Academic, and is implemented under the leadership of Dr Louw Botha (HR). Some workshops have focused on mentoring in general. However, what was initially envisaged was offering distinct sessions for mentors responsible for mentoring NGAP appointees. Both mentors and NGAP appointees attend the same sessions. The focus in essence is on higher education teaching practice within the context of a research-intensive university such as UP, as the University values excellence in teaching and learning. A number of learning theories for adults are engaged with to inform mentorship practice. The epicentre of the theoretical framework used is implementing the principles of thinking preferences in mentoring. Thinking preference profiling of both mentor and mentee informs an array of roles to be enacted by both.



▲ Prof. Pieter du Toit (standing) with some mentors. They are, from left, Prof. Walter Focke and Ms Shatish Ramjee from the Department of Chemical Engineering; Prof. Mary Madekurozwa from the Department of Anatomy and Physiology at the Faculty of Veterinary Science and Prof. Una MacIntyre from the Department of Human Nutrition at the Faculty of Health Sciences.



▲ Dr Melanie Moen and Ms Makwalete Malatji from the Department of Early Childhood Education, enjoying the programme with Ms Phumudzo Mamphwe from the Department of Human Nutrition, Health Sciences.

Writing retreat for postgraduate students

A writing retreat with postgraduate students took place at Malibu Country Lodge, in Kameeldrift.

- ▶ Dr Funke Omidire with Master's students Colleen Makolane, Pribashnie Naidoo and Clifford Dihangoane. At least 20 students attended the workshop.



School Monitoring Survey (SMS) results released

The Director of the Centre for Evaluation and Assessment (CEA), Dr Surette van Staden expressed pride in the CEA's contribution towards the School Monitoring Survey (SMS) report which was released by the Minister of Basic Education, Angie Motshekga in April 2019.

The SMS is a national survey that was commissioned by the Department of Basic Education (DBE) in 2017 to measure South African ordinary public schools' progress towards achieving the key goals and indicators set out in Action Plan 2019 and in the Medium Term Strategic Framework 2014–2019.

In 2018 the CEA, together with Nexia SAB&T Consultants, collected and analysed qualitative data collected in 3 provinces (the Western Cape, the Free State and Limpopo) for the SMS project. The data collection process involved conducting classroom observations and interviews with school principals, mathematics and language teachers and members of the School Governing Body (SGB).

The SMS focused on gathering information which is not available in other data systems or is collected in a different way to those systems and requires validation. In 2017 the SMS focused on 13 of the 15 Action Plan indicators which were measured in 2011.

In addition, the SMS collected information about teacher and principal views on provincial, national and international assessments, provisioning for Grade R learners in schools, the value and use of

the South African School Administration and Management System (SA-SAMS), and the feasibility of implementing the policy on Incremental Introduction of African Languages (IIAL).



▲ CEA staff members: Back row (from left): Mr Mishack Tshela, Dr Nelladee Palane, Ms Taslima Ahmed, Ms Karen Roux and Ms Thembisile Matlou. Front row (from left): Dr Celeste Combrinck, Dr Surette van Staden and Mr Gabriel Mokoena.

UP staff member the first recipient of WERA Visiting Researcher Award

Dr Celeste Combrinck from the Department of Science, Mathematics and Technology Education is the first recipient of the WERA Visiting Researcher Award. The Award is a joint collaboration by the World Education Research Association (WERA) and the International Association for the Evaluation of Educational Achievement (IEA) to contribute to the advancement of educational research.

The WERA-IEA-DIVER Award offers academics the opportunity to visit the IEA Research and Analysis (RandA) Unit in Hamburg and the Diversity in Education Research Lab (DIVER) at the University of Hamburg. Visiting researchers will have the opportunity to develop their own research project while benefiting from the individual support of IEA and DIVER Hamburg experts working in different fields related to international large-scale assessments, especially with a focus on diversity in education. The award committee had a strong and large application pool to choose from, which made the selection task particularly challenging.

Dr Combrinck will work on data from the Progress in International Reading Literacy Study (PIRLS), with the aim to devise models which make heterogeneous samples more comparable. The intended aim is to examine how provincial achievement can be weighted or modelled for more accurate interpretation of results.



▲ Dr Celeste Combrinck, Lecturer, Department of Science, Mathematics and Technology Education.

Data analysis TARMII project

Mr Mishack Tshele, Data Manager of the Centre for Evaluation and Assessment (CEA) did items analysis for the English First Additional Language items for the Teacher Assessment Resources for Monitoring and Improving Instruction (TARMII) project.

The CEA was contracted by the Human Sciences Research Council to develop assessment items using the TARMII system, which is linked to the Assessment Resource Bank (ARB).

A team of item writers developed assessment items on the online system with moderators drawn in from the Faculty, including Prof. Rinelle Evans, Dr Funke Omidire, Dr Gerard Genis and Dr Hannelie du Preez, who were moderating and reviewing these items before publication on the online TARMII system. The system will be accessible to teachers through the Department of Basic Education.

The CEA developed 2000 items for Grade 4 and Grade 6 across the areas of reading, writing and language structures, in alignment with the CAPS curriculum for English First Additional Language.

The first round of training for the items writers was conducted by the Human Sciences Research Council at the Hatfield Campus IT labs. The second round was conducted by Dr Nelladee Palane, Dr Hannelie du Preez and Mr Mishack Tshele at the Groenkloof Campus IT labs

in the Aldoel building. The items, which were piloted in 50 schools in the Gauteng province, are aligned with the National Curriculum Statement for English First Additional Language and are aimed at supporting teachers to enhance the teaching and learning process. The TARMII system comprises of a database of assessment items, and computer software that runs the database.



▲ Mr Mishack Tshele, Data Manager at the CEA.

Master's degree in Assessment and Quality Assurance

Ms Nomahlubi Sitsha received her Master's degree in Assessment and Quality Assurance in Education and Training at the Faculty of Education's autumn graduation ceremony held at the Hillcrest campus in April 2019.

Her Master's dissertation entitled 'Foundation phase reading and the transition into English in Grade 4: Teacher experiences and perception' dealt with the perceptions and experiences of foundation phase and grade 4 teachers who teach English to learners whose mother tongue is not English. Ms Sitsha deeply valued the guidance she received from her supervisors, Dr Surette van Staden (Director of the Centre for Evaluation and Assessment) and Dr Celeste Combrinck from the Science, Mathematics and Technology Education Department, when

conducting her research which focused on the teachers' perceptions and experiences when learners transition from learning in a home language – particularly an African language – into learning in English from Grade 4.

Research questions that guided Ms Sitsha's research aimed at: firstly, investigating Grade 4 learners' experiences in the transition from learning in their mother tongue, to learning in English in Grade 4; and secondly, at foundation phase teachers' perceptions and attitudes towards teaching English reading. The research questions also investigated the extent to which teachers view intervention programmes as adequately addressing language problems, with implications for the language in education policy for teacher practice in classrooms.



▲ Ms Nomahlubi Sitsha with Dr Surette van Staden

2018 systemic testing results examined by CEA

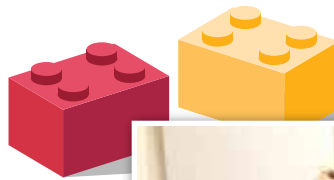
Two members of the Centre for Evaluation and Assessment (CEA), namely Mrs Karen Roux (Project Manager) and Mr Gabriel Mokoena (Fieldwork Manager), were invited to attend an item review meeting on 15 February at Northlink College, Cape Town. The meeting was organised by the Western Cape Department of Education (WCED) to discuss the latest results of the Western Cape systemic testing. The WCED systemic testing is conducted on a yearly basis in language and mathematics across Grades 3, 6 and 9.

The meeting was chaired by Dr Andile Siyengo from the Research Directorate at the WCED and included discussions about individual item performance, item difficulty, as well as examining the Rasch

analysis outputs, specifically Differential Item Functioning (DIF). As with any form of testing, it is important to disentangle the results and to lodge further investigations to gain a better understanding of the learners' results. The CEA has been involved in the WCED systemic testing since 2011.

The WCED systemic testing was developed to determine the level of learners' language and mathematics abilities and assist schools where areas of weakness are found. During the 2018 testing round, the CEA was approached by the WCED to update and review the existing tests. The next round of testing is expected to commence in October.

Learning through play



LEGO South Africa paid the second year Early Childhood Education students a visit as part of the early mathematics module presented by Ms Nadia Swanepoel and Dr Roy Venketsamy.

Students were treated to a morning of fun and games. They were guided to learn-to-play and play-to-learn. Mrs Anisha Garib, a representative from Bricks Without Borders, and Dr Sonja Brink, a LEGO ambassador, made sets of six bricks available to students to play with and experience the magic of colour and creativity.

The LEGO six bricks consisted of a light blue, a dark blue, a yellow, an orange, a red and a green brick which students had to use to build all sorts of interesting objects. It was an eye-opener for all to see just what can be done with only six LEGO bricks. Once the two LEGO representatives took to the floor, it was all fun and games as the inner children in the students were allowed to come out and play.

Mathematics students' perception about teaching and learning about mathematics changed. Students commented that they completely forgot that playing with LEGO could be so relaxing. The emphasis of the morning was to illustrate to students how mathematics can be integrated with various areas of learning in the foundation phase. Dr Brink emphasised the connection between language and mathematics. Both Mrs Garib and Dr Brink illustrated a couple of games that can be played with LEGO to stimulate mathematical thinking, reasoning and problem solving.

It is such a wonderful opportunity for the ECE department to partner with LEGO, the leaders in learning through play. We look forward to many other colourful and creative collaborations in the ECE department. Thank you to all the staff involved in organising and collaborating with LEGO within the department.



▲ From left: Ms Anisha Garib from Bricks Without Borders, Dr Hannelie du Preez, Dr Judy van Heerden, Ms Nadia Swanepoel and Dr Sonja Brink, a LEGO ambassador.



Workshop on use of blocks in Eersterust

Drs Judy van Heerden and Hannelie du Preez presented a creativity workshop as part of the Eersterust Community Project, hosted by the Early Childhood Education Department. Thirty foundation phase teachers attended the workshop titled 'Learning in a playful way with found objects'.

In the session, inspired by principles of the Reggio Emilia approach, teachers actively participated and experienced how to use recyclable materials creatively in perceptual activities, mathematics, science, technology and art and how to integrate play and learning.

After a short tea break, two presenters from the LEGO foundation, Mrs Anisha Garib and Dr Sonja Brink, also presented a session

to the teachers. This session started off with playing a few LEGO games and testing each other's processing skills. The morning was ended with a stress management session by Dr Sonja Brink. All the teachers from Eersterust left the creative workshop feeling less stressed, and more energised and motivated to introduce new teaching and learning ideas.

It is such a wonderful opportunity for the ECE department to partner with LEGO, the leaders in learning through play. We look forward to many other colourful and creative collaborations in the ECE department. Thank you to all the staff involved in organising and collaborating with LEGO within the department.

Dean's Concert Week: 'Mama I want the Black that you are'

Organised by Dr Raita Steyn (Art Education) with the support of the Department of Humanities Education, a performance of the play 'Mama I want the Black that you are' took place at the Normal Hall on 18 April 2019 in front of an astonishing 200 spectators.

In the framework of our Department's commitment to promote the policy of inclusion and the elimination of all expressions of discrimination through education, this play was presented as part of the Dean's Concert Week. It was applauded warmly and successfully reached its goal: constructive awareness of albinism, its semantics, destructive prejudices and stereotypes.

'Mama I want the Black that you are' is a theatre production that focuses on the lives of people living with Albinism and dealing with the prejudice of rejection and being an outcast. Based on interviews with people directly affected by or living with Albinism, the plot is a captivating account of a family with a dark past, which – through the dramatic performance of the protagonist, Regina Mary Ndlovu, herself with a condition of albinism – has had a direct impact on the spectators. Written, produced and directed by two well-known South African artists, Arthur Molepo and Mpo Molepo, the play is sponsored by the Ministerial Department of Arts and Culture to raise 'Awareness on People living with Albinism'.

The activity ended with the warm hospitality offered by the Dean, Prof. Chika Sehoole, whom we wish to thank for his continuous support and heartening encouragement.

This specific theme will also be discussed in a scholarly manner at the 34th Annual SAVAH Conference: 'Speaking with ghosts: Hauntology, memory, nostalgia and other ways of engaging with past/present/future' in September 2019. Dr Steyn's abstract, 'Albinos': Haunted persons or haunting beings?' has been accepted for presentation at the Cape Peninsula University of Technology, hosted by The Faculty of Informatics and Design.



▲ The cast: Regina Mary Ndlovu, Boitumelo Mothabela, Alister Mbuso, producer and director Arthur Molepo and Mpo Molepo, and stage manager, Jacob Langa, posing for a photo together with Dean, Prof. Sehoole, Head: Department of Humanities Education, Prof. Johan Wassermann, and Dr Raita Steyn.



▲ Dr Raita Steyn with Ms Regina Mary Ndlovu



▲ Many students and staff appreciated the performance.

Embassy of Finland presents public lecture and concert on disability education

In May, the Embassy of Finland invited friends from Finland to present a public lecture as well as a concert by Mr Marko Vuoriheimo. Mr Vuoriheimo is deaf and dumb but the message he conveyed was outstanding. The audience was amazed at his public performance and the way in which he touches everyone around him.

The Ambassador of the Embassy of Finland in Pretoria, Mr Kari Alanko, sent his regards and so did the Deputy Head of Mission, Embassy of Finland in Pretoria, Ms Marjaana Hyppönen.

The Defence Adviser, Commodore Mustapha, from the Nigeria High Commission in Pretoria was also intensely interested in the performance.

Mr Marko Vuoriheimo, CEO of Signmark, was the guest speaker and main artist.

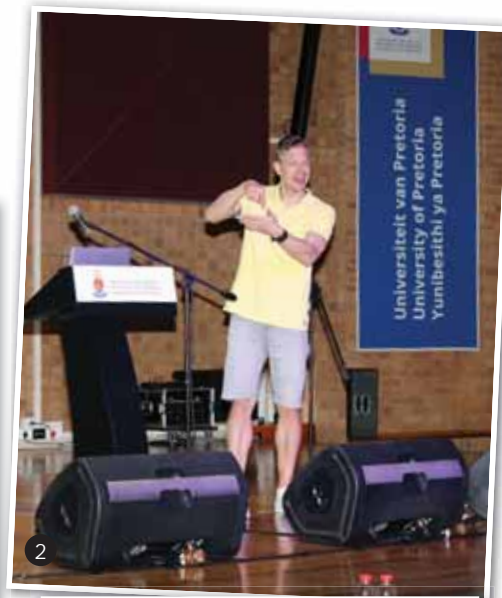
Also present were Prof. Chika Sehoole, Dean of the Faculty of Education, as well as staff and students from the Faculty.

The focus on social justice in education systems needs to be reimagined and this event had the potential to make a significant contribution to the debate and discourse on disability education. Since Mr Marko Vuoriheimo foregrounded issues of social justice and inclusivity in his lecture and music, there was a new perspective on matters regarding education rights and politics of social justice. Signmark framed the discussion on social justice within the larger human rights spectrum in the form of storytelling, using sign language and music.

The Embassy of Finland and its staff have the gratitude of the Faculty of Education for allowing us to participate in sign language education for minorities and music education for students with disabilities in an informal manner.

According to his profile on Deaf Enterprise, "Signmark (a.k.a. Marko Vuoriheimo) was born deaf into a world where music is for the hearing. He pursued his childhood dream and became the first deaf in the world to get a record deal.

"Signmark's career in music started with translating Christmas carols to sign language so the whole family could sing together. After watching music videos on MTV, Signmark decided that one day his own videos would be on TV too. He fell for hip-hop and rap music, both because of the beat and the possibility to talk about important issues through the music. His dreams about music business were too much for some of his friends who said that it's the most ridiculous dream a deaf person can have and that music is only for the hearing."



- ▲ 1. Friends of Marko attended as well as University staff. 2. Mr Mark Vuoriheimo with an excellent performance. 3. Marko and his band in action. 4. Prof. Chika Sehoole, Dean, welcomed the guests. Left is their interpreter. 5. Dr Samuel Adeyemo from the Department of Education Management and Policy Studies was the keynote speaker.

Hybrid Learning – for the classroom and beyond

At the University of Pretoria, students have opportunities to learn on site and online as research shows that this hybrid approach increases student success. Our students have access to computer literacy training, free Wi-Fi and thousands of computers in laboratories to engage with online study resources.

Hybrid teaching and learning methods include traditional lectures in classrooms and practical contact sessions. Our students also learn when they work at community sites of learning because they are applying their skills and knowledge in a real-world situation to benefit others and to achieve desirable learning outcomes at the same time. Our students also investigate their disciplines and fields through independent or group study to understand important concepts. Students inquire, asking themselves and their lecturers critical questions to find answers and understand their work better. Face-to-face classes are enhanced by technology. All lecture halls are equipped with up-to-date technology, including Wi-Fi.

At its best, the online component of hybrid teaching and learning integrates and interacts with on-site learning activities. In 2018, 94.43% of undergraduate modules

had active online components on the learning management system, ClickUP. In addition, students can be taught and assessed online.

Videos, infographics, simulations and games play a prominent role in contemporary education. These resources are developed for on-site and online use and support the 'flipped' classroom, which requires students to read, research, view videos and do online quizzes prior to class so that classroom time can be used more effectively.

The benefits of hybrid learning are that students learn to synthesise information through many online sources, each of which boosts what they have already learnt through the classroom and their independent or group study. One outcome is that this interaction produces graduates who are technologically savvy and prepared for the world beyond university.

Our students are lifelong learners because they learn to think independently, aided by lecturers and technology, and they apply their skills in a variety of different contexts. Hybrid learning, through many teaching and learning options, gives our students the freedom and flexibility to excel.

Our teaching and learning approach is based on the principles of learning science, inquiry based learning and hybrid learning. This means that students can ask questions and do research in their discipline or field to learn and discover answers independently. Further, they are not only taught in a classroom or other formal contact environment (including community and workplace sites of learning), but they also find additional activities, notes, resources and videos online that integrate with their classes.

Embrace hybrid learning! It teaches you so many skills and enhances what you already know by reinforcing your knowledge in many different ways. Be 'present' on ClickUP every day as students who access the system daily outperform those who do not access the learning management system frequently by as much as 17% on average.

'Dream2Teach' session – podcasting workshop held

Podcasting (digital audio files) is a highly effective content delivery tool which can be seen as an alternative to video. No 'screen time' is involved. It is less tedious than reading and could benefit people with impairments. A podcast is convenient and easy to consume. It is portable and can cut costs.

In the workshop, LLITUP 'dreamt' about how podcasting could be used in a learning environment. They planned a podcast with a practical example that was provided. The workshop equipped staff who attended to capture, edit and share their podcasts. The workshop facilitators were Mr Hendri Kruger and Mr Jody Joubert.

A podcast or generically netcast, is an episodic series of digital audio or video files which a user can download to listen. Podcasting often uses a subscription model, whereby new episodes automatically download via web syndication to a user's own local computer, mobile application, or portable media player. A podcast is quite simply a radio/audio show available on demand. Alternatively, the word "podcast" may refer to the individual component of such a series or to an individual media file – *Wikipedia*.



▲ Dr Susan Thuketana, Mr Hendri Kruger (presenter) and Prof. Rinelle Evans at the session.



▲ Ms Liesel Stieger, Dr Ruth Aluko, Mr Jody Joubert (presenter) and Ms Maggie Maropane.

Science and Mathematics embark on community engagement

With many schools preparing for the science expo at this time of the year, science students decided to volunteer their assistance in judging. Students in their second, third and fourth year of BEd, completing modules for senior or FET phase were invited to judge at the Glenstantia Primary School science expo.

They had the opportunity to interact with the learners and judge the learners' projects according to the rubric provided by the school. Learners in both grade 6 and 7 were enthusiastic to present their expo projects.

Students in third and fourth year BEd, completing modules for FET phase were invited to the Pretoria Boys High science expo. The students judged the projects of Grade 10 learners. The students found this to be an enriching experience and were grateful to be exposed to a science event.



▲ Science students in their third or fourth year of BEd, completing modules for senior or FET phase were invited to judge at the Glenstantia Primary School science expo.



▲ Students in the third or fourth year BEd, completing modules for FET phase were invited to the Pretoria Boys High science expo. The students judged the projects of the grade 10 learners.

Technology-integrated science

The JMN 203 module is a second year science methodology module that aims to teach students a variety of teaching methods to make science teaching fun and valuable. Part of the course work for the first quarter involved basic laboratory skills. Students had the opportunity to familiarise themselves with the various laboratory equipment and techniques for using such equipment. This exercise was largely linked to the prescribed practicals that they would be required to conduct in their teaching practice.

One of the activities aimed at teaching students the procedure of dissections and basic laboratory safety during such an activity. The students were required to dissect a kidney and create a video that they could use as a demonstration for their students.

A competition was held for the best kidney dissection video. The video needed to be no longer than 3 minutes and had to include lab safety, procedure and relevant and correct content.

The winners of this competition received 3D printed kidney trophies sponsored by the LLITUP collaboratorium.

A link to their video:
<https://youtu.be/oDHufoRz-Fs>



▲ Dr Kimera Moodley with her student winners: Savannah Oelofse, Christian Savopoulos and Chene Heyns.

PhD student in History Education awarded a research fellowship



▲ Mr Titus Mudenda

Mr Titus Mudenda, a PhD student in History Education in the Department of Humanities Education at the University of Pretoria, was recently awarded a prestigious PhD research fellowship at Georg Eckert Institute of International Textbook Research in Braunschweig, Germany.

The Georg Eckert Institute is a member of the Leibniz Association and is the leading international institute of textbook research.

Mr Mudenda's supervisor is Prof. Johan Wassermann, with Dr Denise Bentrovato as co-supervisor. The focus of his study is 'the representations of Zambian history in Zambian secondary school history textbooks. His study is groundbreaking in many ways as it is the first study on Zambian school history textbooks and how they are employed as an economic, political, historical and pedagogic construction to create an

imagined Zambian identity. His study is on how the school history textbooks construct an imagined nation of Zambia. In analysing the representations of Zambian school history, this study seeks to understand: whose historical knowledge is of most worth? What are the presented claims of truth? Which historical voices are heard and which are silenced? Who are the insiders and outsiders? Who acts, who suffers and who feels? (Apple, 2013; Laśzlo, 2013).

This research fellowship offers Mr Mudenda an opportunity to work in the Georg Eckert Institute's library, with its more than 2 500 titles related to his study – which is textbook research. He further benefits by being able to engage with residential Georg Eckert Institute experts and other visiting scholars. He also benefits from sharing his work during the weekly seminars with other scholars.

Traditional and African dances for examination

The third year students in Human Movement Studies and Sports Management performed examination dances in June. The practical component (traditional and cultural dance) was undertaken under the guidance of Ms Elmarie van Wyk as Lecturer.

The examination consisted of compiling an exhibition of the origins, history, tradition and related culture of contemporary dance steps in line with South African Folk idiom. During the examination session students also had to execute prescribed dance steps in an adapted way to be used for teacher education.

There were two groups of which one chose to exhibit the Ipi-Tombi 'warrior' dance, wearing red and black outfits. The second group performed the 'Pata-pata' dance wearing striped skirts.



▲ Ms Elmarie van Wyk, fourth from the left with a one dancing group, Ipi-Tombi.



▲ Pata-pata dance group



▲ A warrior dance

First Mr and Miss Education pageant

The student representative organization of the Faculty of Education, House Education organized the first Mr and Miss Education, which took place on the 15 May 2019 on Groenkloof Campus.

It was a blissful night as contestants entertained guests in the Normal Hall. Students performed a variety of acts as they were showing off their talents through poetry, musical song and dance. Mr and Miss Education however were crowned by Prof. Chika Sehoole, Dean and in the presence of Prof. Salomé Human Vogel, Deputy Dean.

The judges for the evening were Diolkeng Seshweni, Obakeng Sepeng, Promise Zulu, Remario Pencil and Mapaseka Kekana.

The following students were winners:

- Mr Education and People's Choice Thabiso Masokameng
- Miss Education: Michelle Mohala
- First Princess: Kerri-Anne Ley
- First Prince: Noel Nicholas
- Best Personality: Carolyn Christophers
- Outstanding tickets seller: Sinelizwi Ndondo.



- ▲ 1. Mr Bongumusa Shahangu, Chair of House Education with Miss Education, Michelle Mohala and the First Prince, Noel Nicholas 2. Prof. Chika Sehoole (Dean) with Mr Bongumusa Shahangu and two members of House Education: Nontoko Vilakazi (right) and Eleloane Theko. 3. Prof. Chika Sehoole and Prof. Salomé Human Vogel with the People's Choice: Thabiso Masokameng (3rd from the left), Miss Education: Michelle Mohala; First Prince: Noel Nicholas; First Princess: Kerri-Anne Lee; Best Personality: Carolyn Christophers and the students who sold the most tickets: Sinelizwi Ndondo. 4. The Groenkloof Gospel Choir made a glorious performance.

Student music tutors in Faculty



- ▲ 1. Tutors in piano who weekly assist students are from left: Charles Jordan, Ancois Delpont, Reinhart Coetzee, Juandi Boshoff, Linda van Staden and Tiffeney Singh. 2. The two tutors in guitar are Reinhart Coetzee en Matthew Botes. 3. The four tutors in music theory are Ancois Delpont, Mariska von Wielligh, Charles Jordan and Juandi Boshoff.

Focus on Work Integrated Learning Office

What the Faculty of Education used to know as the Teaching Practice Office, will be referred to in future as the Work Integrated Learning Office (WIL Office).

The WIL Office coordinates the work-integrated learning - more commonly known as "teaching practice" for about 2 400 students from the second to fourth year of degree studies in the Faculty of Education.

Managing WIL in the Faculty of Education is truly a team effort that requires the WIL Office to manage relationships with the academic departments in the Faculty, as well as external stakeholders. This includes schools, school principals, experienced teachers who are appointed as mentor lecturers, the regulatory body of South African Council for Educators (SACE) and the Department of Basic Education.

Servicing the office, are three enthusiastic, dedicated and experienced staff members who are responsible for ensuring that the WIL wheels run smoothly. They are Ms Zandile Ngcetane, Ms Grace Duma and Mr Duncan Vusumuzi. Together, they ensure that students are able to book their internships at schools, manage the bus transport routes for students without their own transport to and from schools, and they also manage the day to day requirements

of teaching practice, not to mention the countless questions and queries that students have about various aspects of what is required of them! When asked what they appreciate most about their work, it is clear that the emotional reward of their work makes a difference to the students, and also to themselves. "To experience someone walking into the office with a huge issue and walking out with contentment makes our work worthwhile," they said.

Since the early retirement of the previous Head of Teaching Practice, the post has not been filled yet. These three staff members have assumed responsibility for the day to day running of the WIL Office in collaboration with the Deputy Dean, Prof. Salomé Human-Vogel, Dr Hannelie du Preez in the Department of Early Childhood Education, and Mr Franklin Lewis in the Department of Humanities Education.

Mr Franklin Lewis has assumed responsibility for managing professional standards and relationships with our partner schools, and has stepped in to manage the professional relationships between students and schools where problems arise, and to ensure that conflicts are managed in a way that contributes to students' professional development as teachers. Dr Hannelie de Preez has been working with Prof. Salomé Human-Vogel on the development of a new framework for WIL2020, and developing the assessment and guideline documents

for lecturers, teachers and students. Some of the important events coordinated by Ms Ngcetane, Ms Duma and Mr Vusumuzi, are to coordinate booking sessions for students where students book their internship positions at schools for the period required. Also to arrange two information and reflection sessions with fourth year students, where reflection sessions are also held with mentor lecturers who are appointed externally to the Faculty, and continuous communication with students through ClickUp so that students have all the documents they need to complete their WIL.

The WIL Office is frequently the first port of call for students when they require advice or assistance regarding personal questions and crises, their adjustment at schools, transport problems to rural areas, hunger, not having appropriate professional clothing to wear during their WIL placement, and issues which may arise at schools. In the next year or two, the WIL Office will be focusing on streamlining their processes and services to students. The collaborative efforts in the Faculty are also underway to revamp the WIL curriculum by looking at innovative ways in which assessment of WIL can be integrated into academic curriculum, and to revamp the mentoring and assessment of WIL to be aligned with producing teachers for the future.



- ▲ 1. Ms Grace Duma and Mr Duncan Mnisi swiping a student's card. 2. Prof. Rinelle Evans presenting a session on how to conduct research. 3. Prof. Salomé Human Vogel, Deputy Dean, is seen here with Mr Franklin Lewis, who is assisting with challenges and queries as schools during Teaching Practice. 4. Staff assisting in the WIL office are: Ms Zandile Ngcetane; Mr Duncan Mnisi and Ms Grace Duma at the information session in the Aldoel Building. 5. Certificates were given to all student leaders. Here Prof. Salomé Human Vogel is giving a certificate to a leader. 6. Students and staff attending the session in Aldoel building.