



Faculty of Education

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The Centre for the Study of Resilience Newsletter

Issue 2/2 for 2019

A biannual newsletter brought to you by The Centre for the Study of Resilience

University of Pretoria Resilience Dialogue & Ideas Lab Series: Transdisciplinary Flocking: Afrocentric Resilience Knowledge to Address Global Challenges

14 October 2019, Future Africa, University of Pretoria

Prof Tawana Kupe, the Vice-Chancellor and Principal of the University of Pretoria, presided over a Resilience Dialogue and Ideas Lab at Future Africa on 14 October 2019. The panel was titled *Transdisciplinary Flocking: Afrocentric Resilience Knowledge to Address Global Challenges* and was informed by the book *Flocking Together: An Indigenous Psychology Theory of Resilience in Southern Africa*, by Prof Liesel Ebersöhn, Director of the Centre for the Study of Resilience, University of Pretoria.



The panel addressing questions from the audience.

A panel of scholars from seven ecologies of knowledge spaces answered to the question: “How can knowledge from Africa be included into mainstream science discourses?” The panel was: Prof Felix Maringe (Deputy Dean Education, University of the Witwatersrand) and Prof Lekan Ayo-Yusuf (Deputy Vice-Chancellor: Research, Postgraduate Studies & Innovations, Sefako Makgatho Health Sciences University) representing the PEOPLE perspective of resilience.



Prof Tawana Kupe, Vice-Chancellor and Principal of the University of Pretoria, presiding over the panel.

Prof Coleen Vogel (Global Change Institute, University of the Witwatersrand) and Prof Sheryl Hendriks (Director, Institute for Food, Nutrition and Well-Being and Head of Department and Professor of Food Security, Department of Agricultural Economics, Extension and Rural

Development, University of Pretoria) from the PLANET perspective. The BUILT ENVIRONMENT Perspective was represented by Prof Chrisna du Plessis (Head of Department, Architecture, University of Pretoria). Ms Marlene Ogawa (Country Director, Synergos Institute) represented the NGO perspective and Ms Netsai Gwata represented a student perspective.

The informative panel discussion focused on the importance of integrating transdisciplinary knowledge from Africa on resilience into mainstream scientific discourses. To create sustainable resilience requires communities and researchers from Africa to actively engage on global platforms in order to foreground evidence-based innovations that are responsive to global challenges.



Front, left to right: Prof Liesel Ebersöhn (Director of the Centre for the Study of Resilience, University of Pretoria), Prof Tawana Kupe (Vice-Chancellor and Principal of the University of Pretoria), Ms Netsai Ogawa (Master student from the University of Pretoria) and Prof Colleen Vogel (Global Change Institute, University of the Witwatersrand).

Back, left to right: Ms Marlene Ogawa (Country Director, Synergos Institute), Prof Lekan Ayo-Yusuf (Deputy Vice-Chancellor: Research, Postgraduate Studies & Innovations, Sefako Makgatho Health Sciences University), Prof Felix Maringe (Deputy Dean Education, University of the Witwatersrand), Prof Chrisna du Plessis (Head of Department, Architecture, University of Pretoria) and Prof Sheryl Hendricks (Director, Institute for Food, Nutrition and Well-Being and Head of Department and Professor of Food Security, Department of Agricultural Economics, Extension and Rural Development, University of Pretoria).

PG Study Abroad Programme



Ms Liz-Marié Basson with the Nittany Lion: Mascot of Pennsylvania State University

Name of Study: A systematic review of resilience-enabling pathways to unpredicted educational psychology outcomes in challenged education spaces in the Global South

May/June 2019 - Liz-Marié Basson, a PhD student at the Centre for the Study of Resilience (CSR), received a Post Graduate Study Abroad Bursary from the University of Pretoria which funded a research visit to Pennsylvania State University in the United States of America. Ms Basson is studying towards her PhD in Educational Psychology with a project entitled “A systematic review of resilience-enabling pathways to unpredicted educational psychology outcomes in challenged education spaces in the Global South” which is supervised by Prof Liesel Ebersöhn (Director: CSR) and co-supervised by Dr Karen Murphy.

Dr Murphy is a distinguished Professor of Education (Educational Psychology) at the Pennsylvania State University, a Harry and Marion Eberly Faculty Fellow as well as the editing chief of the Review of Educational Research (RER), the highest-ranking education journal on Web of Science. The Centre for the Study of Resilience has been collaborating with Prof Murphy and her team since the Centre's inception.

This bursary enabled Liz to train with her co-supervisor, Dr Murphy, at the Department of Educational Psychology, Counselling, and Special Education in the College of Education for a month between May and June 2019. The training specifically focussed on strengthening Basson's knowledge and expertise in the field of systematic reviews and meta-analysis. This was enhanced by contact with

other staff at the University including lecturers, information specialists and the research team at the Quality Talk laboratory. This research visit resulted in a refined search, sampling and data extraction strategy based on a pilot project which was conducted during Basson's time at the Pennsylvania State University.



Ms Carine Jonker

Name of Study: Pre-service teacher resilience and efficacy in a challenged education context

November 2019 - Carine Jonker, PhD student in Educational Psychology at the Centre for the Study of Resilience (CSR) at the University of Pretoria, received the Post Graduate Study Abroad Programme to visit Prof Caroline Mansfield (Dean of the School of Education) at the University of Notre Dame, Australia in November 2019.

Carine is currently supervised by Prof Liesel Ebersöhn (Supervisor; Director: Centre for the Study of Resilience), Dr Marien Graham (Co-Supervisor; Senior Lecturer: Department of Science, Mathematics and Technology Education) and Dr Surette van Staden (Co-Supervisor; Director: Centre for Evaluation and Assessment) for her doctoral study (i.e. Pre-service teacher resilience and efficacy in a challenged education context)

Prof Mansfield, as an international member of the Centre for the Study of Resilience's' (CSR) Advisory board and Teacher Resilience collaborator, will be able to provide Carine with insights and build research capacity regarding knowledge on teacher resilience (especially pre-service teacher resilience and efficacy). Co-authored publications between the University of Notre Dame (Australia) and the University of Pretoria (South Africa) will also be explored.

Karen Murphy, CSR Visiting Professor and Affiliate, receives Lyle Spencer grant



Prof Karen Murphy, Educational Psychology Professor at the Pennsylvania State University, USA, and her institutional multi-university team have been awarded the Lyle Spencer Research Award to Transform Education.

The multi-university team will be led by Murphy, Suzanne Donovan (Strategic Education Research Partnership (SERP)), and Catherine Snow (Harvard University) and will explore the nature of academically productive talk, including conditions that enhance academically productive talk. The goal is to develop classrooms which enhance teaching and learning and as well as the preparation of preservice teachers. The title of the project is "Academically Productive Talk: Strengthening the Infrastructure for Research and Practice."

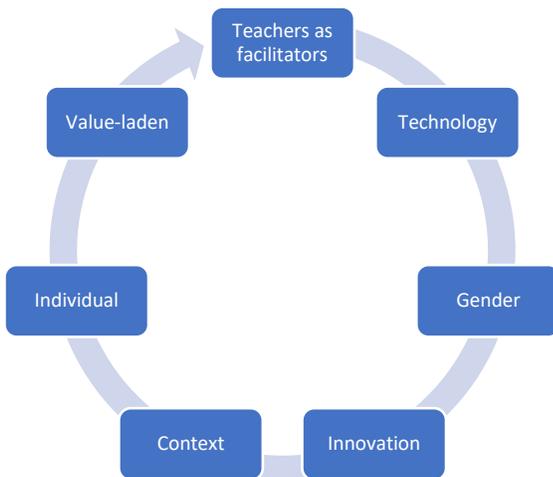
According to the Penn State news item, "The Spencer award will support research by the Strategic Education Research Partnership Institute and a diverse team of researchers with expertise on academically productive talk, who will collaborate to create a video database and instrument-sharing site to promote situated research on classroom talk capable of directly informing classroom practice; to conduct research on the features of classroom talk that make it academically productive; and to provide annotated video resources for teachers and those who prepare them professionally that will support the development of teacher expertise in talk-based pedagogy."

Murphy's research, mainly centred around the role of critical-analytic thinking in the processing of disciplinary content, including the development and implementation of curricular interventions that maximize the interactive effects of reasoning and classroom discussion on teaching and learning, has allowed for multiple chances of international collaboration, especially with the CSR.

UP Faculty of Education Team at WERA 2019 Focal Meeting

5-8 August 2019, Tokyo, Japan

The University of Pretoria Education Team partook in the World Education Research Association annual Focal Meeting which took place at the University of Gakushuin in Tokyo, Japan this year. The presentation team consisted out of Prof Ruth Mampame, Dr Funke Omidire and Dr Ruth Aluko, all from the University of Pretoria, and the study on which they presented is titled *Reconceptualising education in sub-Saharan Africa: realising equity and social justice*. The team presented their finding on teachers' perspectives on the feasibility of the evidenced-based conceptual framework they developed for the reconceptualisation of education in sub-Saharan Africa. The framework incorporates seven indicators as displayed in the figure below:



The name project lead by these three researchers from the University of Pretoria is *Reconceptualising education in sub-Saharan Africa*.



Dr Funke Omidire; Prof Ruth Mampame; Dr Ruth Aluko

WERA International Research Network (IRN) in Tokyo Japan

5-8 August 2019, Tokyo, Japan

The International Research Network, Effective Teachers' Communicative Strategies When Working with Linguistically Diverse Learners, consists of the following researchers: Dr Geraldine Mongillo, Dr Dorothy Feola, And Dr Carrie E. Hong from the William Paterson University, NJ USA, Dr Vered Vaknin-Nusbaum from Western Galilee College, Akko, Israel, Dr Randa Abas, from Academic Arab College for Education & Western Galilee College, Israel, Dr Margaret Funke Omidire, from University Pretoria, South Africa, and Dr Jinsook Won, from Seoul National University of Education, S. Korea. The team presented symposium based on our previous cross-national studies where we constructed and administered a survey in the US, South Africa, and Israel to explore teachers' preparation, knowledge, and practices for diverse language learners.



Dr Funke Omidire, Dr Geraldine Mongillo, and Dr Carrie E. Hong

Joining hands with an international fellowship on Social Connectedness!

Ms Yolanda Sankobe, a Pretoria-based artist who studied drama at the Tshwane University of Technology, is one of 10 fellows chosen to join the 2019 Social Connectedness Program. Fellows were selected from various countries around the world with Yolanda being the only one from Africa. She is thrilled to be part of this fellowship and more than ready to live up to the demands and expectations of the program. The Social Connectedness Fellowship Program is offered by the Samuel Centre for Social

Connectedness (SCSC) founded by Kim Samuel and is based in Canada. The broad aim of SCSC is to alleviate social isolation by fostering social connectedness within and between communities, with a special focus on tackling multidimensional poverty.



Social Connectedness Fellow 2019, Ms Yolanda Sankobe

Yolanda will be supported and guided by Synergos, a local non-profit organisation who is a long-time partner of SCSC and the Centre for Resilience (CSR). Her research is titled *Fostering psycho-social well-being in socio-economically disenfranchised young people through art: towards creating resilience* and she is looking forward to engaging with the community of Mathanjana in Pankop in the far north of Pretoria over the next three months.

Yolanda hopes her research will contribute to building a body of knowledge around art and resilience. She also seeks to provide practical tools to caregivers and practitioners to build social connectedness, confidence, and resilience in young people who are socio-economically disenfranchised.



Social Connectedness Fellows 2019

PhD student presents on systematic reviews and meta-analysis at the Faculty of Education PhD/Med sessions

After the completion of a research visit to the Department of Educational Psychology, Counselling, and Special Education in the College of Education Pennsylvania State University in June 2019, Liz-Marié Basson shared the knowledge she gained with fellow students during two lecture sessions on 25 and 26 September. The PhD/Med support sessions provide quarterly training to post-graduate students registered at the Faculty of Education.



Liz-Marié Basson representing the Centre for the Study of Resilience at the September PhD/Med sessions

Basson's training at Pennsylvania State University enabled her to introduce students to systematic reviews and meta-analysis, both leading methodologies in evidence-based research. Sessions were intended to equip students with a basic understanding of what both methods entailed and to provide practical steps and tips to setting up studies, including developing research questions, search strategies, as well as inclusion and exclusion criteria. The last session focused on utilizing Endnote reference manager for sample selection, creating a codebook, and developing data extraction forms.

Online Neuroscience Conference

31 July 2019 – 30 November 2019 - The Neuroscience Research Group of the CSR cordially invites you to take part in Neuroscience Day 2019. The conference is characterized by its rich diversity of topics and multidisciplinary nature, aiming to provide a platform for individuals involved in all of the various facets of the neurosciences to share their research findings & future aspirations. This year's event will proceed as an online

conference – which means delegates will gain access to all of the science with none of the travel or related expenses.

The 10th annual Neuroscience Conference will expand your knowledge, widen your network, & stimulate your inquisitive self in the pursuit of a greater understanding of the mysteries of the human brain. We are very excited about this event and look forward to your participation.



CSR Session at The European Conference of Education Research (ECER) in Hamburg 2019

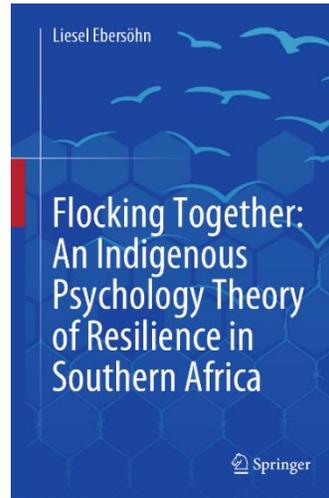
ECER Annual Conference 2019, Hamburg, Germany - This year the European Education Research Association's (EERA) annual education conference, the European Conference of Education Research (ECER) took place in Hamburg, Germany.

Prof Liesel Ebersöhn was invited to participate in a Central Event Session titled "Teacher Resilience in an Era of Risk: New insights and directions for future research". The other panel members were Prof Joanna Madalińska-Michalak (University of Warsaw, Poland), Dr Maria Assunção Flores (University of Minho, Braga, Portugal), Dr Denise Beutel (Queensland University of Technology, Australia) and Dr Qing Gu (University College London, Institute of Education, UK).



Panel members (from left to right) Dr Pete Boyd, Dr Maria Assunção Flores, Prof Joanna Madalińska-Michalak, Prof Liesel Ebersöhn, Dr Qing Gu, and Dr Denise Beutel

Flocking Together: An Indigenous Psychology Theory of Resilience in Southern Africa



Prof Liesel Ebersöhn's book, *Flocking Together*, describes how those individuals who are often most marginalised in postcolonial societies draw on age-old, non-western knowledge systems to adapt to the hardships characteristic of unequal societies in transformation. It highlights robust indigenous pathways and resilience responses used

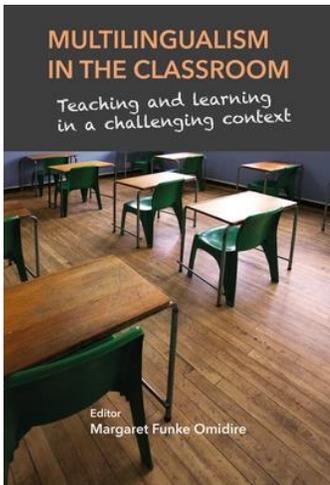
by elders and young people in urban and rural settings in challenging Southern African settings (South Africa, Namibia, Lesotho and Swaziland) to explain an Indigenous Psychology theory. Flocking (rather than fighting, fleeing, freezing or fainting) is explained as a default collectivist, collaborative and pragmatic social innovation to provide communal care and support when resources are constrained, and needs are par for the course. Flocking is used to address, amongst others, climate change (drought and energy use in particular), lack of household income and securing livelihoods, food and nutrition, chronic disease (specifically HIV / AIDS and tuberculosis), barriers to access services (education, healthcare, social welfare support), as well as leisure and wellbeing. The book further deliberates whether the continued use of such an entrenched socio-cultural response mollifies citizens and decision-makers into accepting inequality, or whether it could also be used to spark citizen agency and disrupt longstanding structural disparities.

Reviews on this publication have appeared in:

- [The International Journal of Educational Psychology](#)
- [Mail & Guardian](#)
- [United Nations Academic Impact](#)

For more information on the book, [click here](#).

Multilingualism in the classroom: Teaching and learning in a challenging context



This book edited by Prof Funke Omidire and written by authors from across Africa from the first-hand experience in research and teaching focuses mainly on teaching pedagogy and on evidence-based analysis and guidelines. It supports, among other arguments, the need to view indigenous

languages as assets and resources within classrooms. It is a resource for teachers and learners in multilingual contexts worldwide.

Most education settings in South Africa and other post-colonial emerging economies are multilingual and diverse. Indeed, multilingual classrooms have become commonplace in developed countries as well. Yet many countries in post-colonial Sub-Saharan Africa use English as a medium of instruction in multilingual contexts from the early grades. The implications of this practice for teaching and learning are multifaceted. Its negative effects on achievement, retention and dropout rates, psychosocial wellbeing and community development cannot be overstated and are well documented.

Societal emancipation and transformation begin in the education setting, and no transformation discourse can be successful if the issues surrounding multilingualism are not properly addressed. Teaching and learning pedagogies that ignore the complexities and dynamics of multilingual classrooms are simply reinforcing past worldviews and improved learner-achievement results cannot be expected unless things are approached differently.

For more information on the book, [click here](#).

Articles

Jordaan, D. du P.S., & Kirsten, J.F. (2018). Measuring the fragility of agribusiness value chains: a case study of the South African lamb chain. *International Food and Agribusiness Management Review*, pre-print DOI: 10.22434/IFAMR2017.0103.

Haffejee, S., & Theron, L. C. (2019). "The power of me": The role of agency in the resilience processes of adolescent African girls who have been sexually abused. *Journal of Adolescent Research*

Haffejee, S., & Theron, L.C. (2018). Visual methods in resilience research: Reflections on its utility. *Qualitative Research in Psychology*, pre-print DOI: 10.1080/14780887.2018.1545063

Mhongera, P. & Lombard, A. 2018. Promoting successful transitions beyond institutional care: a programme-based service delivery model linked to a case management system. *Social Work / Maatskaplike Werk*, 54(1):53-68. SCOPUS / DHET

Books

Ebersöhn, L. (2019). *Flocking together: An indigenous psychology theory of resilience in southern Africa*. Cham, Switzerland: Springer.

Omidire, M. (Ed.). (2019). *Multilingualism in the classroom: Teaching and learning in a challenging context*. Cape Town: UCT Press.

New resilience-related publications

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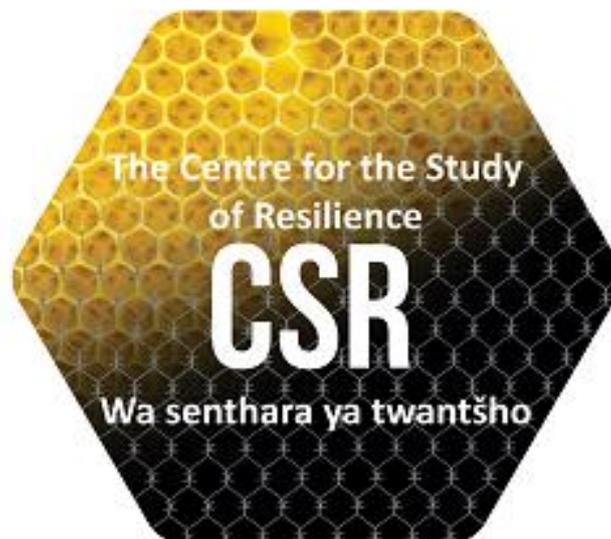
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Global south transdisciplinary knowledge generation
on high risk, high need, adaptation and high performance