

In-tuition

Newsletter of the Faculty of Education at the University of Pretoria

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MESSAGE FROM THE DEAN

◀ *The Dean of the Faculty of Education: Professor Chika Schoole*

Welcome to the 2023 Academic Year!

The 2023 academic year got off to a grand start; with us able to welcome our students in-person, on campus, after three years of not being able to do so. It is a great feeling and sight to observe students decorating the corridors of our buildings, lawns and gardens together with the inside of our lecture halls.

The Faculty welcomed a record of 1671 first year students to the Faculty. This represents 204 extra students against a set target of 1462. While this can be celebrated as an indication of the popularity of our education programs, there is a need for caution as these numbers put a strain on our staff as their workload is increased and also on the infrastructure which was not made for the number of students we have admitted. With a consistent meeting of and exceeding of our set targets over the last few years and the growth in the number of the distance education unit, the Faculty of Education has now overtaken EBIT and is the largest at the University of Pretoria.

The more students the Faculty enrolls, means that there will be more responsibilities on student support; both academically and socially to ensure that they succeed. In this regard, the work of the Academic Student Advisors in the Student Engagement and Support Office (SESO), continues to do a sterling job in providing curricula and extra-curricular support to ensure that the students who enter the university, complete their studies in the minimum time possible and leave the university with qualifications.

The SESO was able to distribute more than 4000 food parcels in 2022 to students in the Faculty; and some from other Faculties in the University, as they waited for their NSFAS pay-outs; together with students without financial aid. We were able to successfully assist 15 (13 undergraduate and 2 international postgraduate) students with annual accommodation at accredited accommodation outlets near the university. This category of students could not receive any financial assistance, while some could not get placement in the official University residences.

There is a growing number of international students in distress and the Faculty also takes care of some of their needs. We will continue, as far as it is possible, to

assist our undergraduate students to 'Fly@UP' and our postgraduate students to 'FlyHigher@UP'.

At the staff welcome tea, we celebrated both staff promotions as well as handed over the long service awards. Again, we would like to congratulate our 5 colleagues Dr Susan Thuketana, Dr Joyce West from the Department of Early Childhood Education: Dr Yolandi Woest, Dr Delene Human, Dr Annelise du Plessis-de Beer from the Department of Humanities, for their promotions to the levels of Senior Lecturer. Similarly, we congratulate Professor Clinton van der Merwe for promotion to the level of Associate Professor. From the Department of Science, Maths and Technology Education we congratulate Professors Marien Graham and Prof Ugorji Ogbonnaya; and Professor Funke Omidire from the Department of Education Psychology, for their promotion to the level of Full Professor.

Our academics continue to make good progress in their careers and to receive national recognition by the National Research Foundation in terms of their ratings. In this regard, we congratulate the rating of Professor Thiru Vandeyar C2 rating, the re-rating of Professor Saloshna Vandeyar, C1 rating, Professor Johan Engelbrecht B3 rating, Professor Irma Eloff B2 rating, and Professor Kobus Maree for his B1 rating. Thank you, colleagues, for making us proud!

At the beginning of the year, we also acknowledged the long service colleagues have rendered to the Faculty which ranged from 00 years to 35 years. We want to acknowledge and congratulate Ms. Thandi Mngomezulu for the 35 years' service to the University of Pretoria.

The Faculty is celebrating 86 years this year and she is able to show her experience in her core function of developing future teachers and retraining those in service. We take our brand very seriously and would like to remain the 'Faculty of Choice' where staff and students feel welcome and have their career aspirations nurtured.

Chika Schoole

Dean: Faculty of Education

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

Chief Editor

Dr Sharon Mashau

Email sharon.mashau@up.ac.za

Copy and Language Editor

UP Language Unit

Email language@up.ac.za

Layout

Janine Smit Editorial Services (JSSES)

Email janine@jses.co.za

Printing

Business Print

Email hello@businessprint.co.za

Official social media pages of the Faculty of Education



UP Faculty of Education



EducationUP@Educationtuks



@UPFacultyofEducation

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

▼ Dr Connie Makgabo



Reading benchmarks for African languages

Author: Dr Connie Makgabo

On 9 November 2022, the Department of Basic Education (DBE), in collaboration with a range of stakeholders, funders and international benchmarking specialists, launched the Reading Benchmark for the Sesotho languages, Afrikaans and English as First Additional Language. The efforts by the DBE and the abovementioned stakeholders have resulted in the development of early-grade reading benchmarks for the Nguni and Sesotho-Setswana language groups, as well as for Afrikaans and English as First Additional Language.

The Sesotho languages, which include Sepedi, Setswana and Sesotho, were represented by experts in those specific languages.

Reading and literacy data from selected primary schools in several provinces where the languages are spoken was gathered and analysed by the DBE in collaboration with the language experts and other essential stakeholders. Stemming from the Early Grade Reading Assessment (EGRA) project, which has been running for some time, the launch presented an opportunity to report on each language based on the data gathered and analysed.

Drs Connie Makgabo (Humanities Education) and Refilwe Ramagoshi (African Languages) discussed the linguistic features of the three Sesotho languages, which all developed from the African Niger-Congo language family and are included among the 11 official

languages of South Africa. Some of the more prominent features of these languages are that they are all written disjunctively and have a rich agglutinating and complex morphology.

They are all tonal languages with seven basic vowels and two semi-vowels, with a combination of vowels in some words. However, they can be clearly differentiated. In conclusion, the Sesotho languages display many similarities regarding vowels and simple and complex consonants, with notable differences between some consonants. While the Sesotho language uses all the letters of the alphabet but does not use the circumflex sign/diacritic mark, Sepedi and Setswana do not have all letters of the alphabet.

Publish or perish: Humanities Education writing retreat

Authors: Dr Nthembe Mbewe and Ms Dorothy Mokgoko

With a view to academia's 'publish or perish' culture, the Department of Humanities Education set aside time at the beginning of the academic year to encourage scholars to focus on their research, writing and planning for the year. The three-day retreat led by the HOD Prof Johan Wassermann was held in the lush and peaceful surroundings of Ndundla Game Reserve's bushveld. It was attended by 24 staff members and facilitated by mentors. Profs Pieter du Toit and Johan Wassermann served as critical friends.

The main objective of the retreat was to offer staff an opportunity to get to know one another and to encourage research and writing collaboration. In his address to the attendees, Prof Wassermann emphasised the Department's shift towards becoming more research intensive and the importance of sharing academic work with broader networks. He pointed out that our core activities are research and writing, which can help people advance in their careers. He also

provided an excellent opportunity for staff to learn about each other's current projects through informal conversations. The reserve's beautiful and peaceful setting served as an excellent backdrop to our discussions about research projects and academic writing.

Feedback from retreat attendees:

- “The retreat gave us plenty of dedicated time to make progress with our research work in a relaxed and supportive environment.”
- “What stood out for me during the writing retreat was the collegial support, mentorship and social interaction.”
- “The difficult part about writing is that it requires an uninterrupted thought process, which is difficult to achieve at home or at the office. I really liked how I could focus on the main points of a paper without getting distracted by other things”.

“The two days spent there with close colleagues were inspiring as we shared information on research goals and tried to solve common problems.”

“The writing retreat in the beautiful Dinokeng was so refreshing.”

“My academic mind was reactivated by the peace, quiet and fresh air.”

“The writing retreat helped me to focus on my research plans for the year and being around my beloved colleagues and friends inspired me.”

The retreat was a wonderful start to a promising year in research, as evidenced by the feedback. It enabled academics to use designated writing time to focus on their projects in a supportive environment.

Attendees at the Humanities Education writing retreat



Shining the light on ECE staff

Authors: Dr Nadia Swanepoel, Ms Francinah Masola, Dr Joyce West and Dr Susan Thuketana

The Department of Early Childhood Education (ECE) is very proud to share some of the ECE lecturers' achievements since the publication of the previous edition of the Faculty newsletter. In this issue of *In-Tuition*, the spotlight falls on the achievements of Dr Susan Thuketana, Dr Joyce West, Ms Francinah Masola and Dr Nadia Swanepoel.

▼ Dr Nkhensani Susan Thuketana



Dr Nkhensani Susan Thuketana is a senior lecturer in the Faculty of Education and the first Black African academic to be promoted to that position in the history of the Department of Early Childhood Education at the University of Pretoria. Her well-deserved promotion was based on the many articles written by her that have been published in accredited journals, her contributions of chapters to several books, the community engagement projects conducted by her, her presentations at national and international conferences, and her participation in third income stream projects to raise funds to ensure the University's sustainability.

Dr Thuketana's research is focused on learner support, child development and inclusive education. During years of research, she acted as supervisor for several postgraduate students and gained experience in using an inquiry-based learning approach with her undergraduate students. She uses students' reflections for curriculum transformation to produce the well-educated and knowledgeable teachers that UP envisages. She appreciates the funding support received from the University Management and the granting of sabbatical leave that started at the beginning of February 2023. She looks forward to using the time to advance her scholarship and expand her research collaborations nationally and internationally. Her journey has not been easy, but it has been rewarding and it continues.

▼ Dr Joyce West



Dr Joyce West, who was promoted to the rank of senior lecturer in 2023, currently coordinates an African Language project funded by the Zenex Foundation. This project, which requires her to quality assure and evaluate African language readers developed by NGOs such as Room to Read, the Nelson Mandela Institute (NMI), Saide and Molteno, contributes to the promotion of African languages in South Africa and will provide teachers with valuable reading resources.

Dr West has furthermore embarked on a Study of Teaching and Learning (SoTL) project that involves an investigation into the use of interactive videos in higher education to improve students' online engagement and academic performance. This leader and scholar move mountains and we are very proud of the work she does.

▼ Dr Nadia Swanepoel



Dr Nadia Swanepoel celebrated several achievements over the past three months: Apart from passing her PhD and receiving her doctorate during the Autumn Graduation Ceremony, she was given a permanent appointment in the Department of ECE. In addition to her involvement in teaching, learning and research in the Department, she is involved in the coordination and management of the BEd Honours in Learning Support modules offered through the Unit of Distance Education. She was awarded a School of Teaching and Learning (SoTL) research grant to enable her to investigate how pre-service teachers' solving of word problems in mathematics can be supported by adopting a lesson study approach. This is a very exciting initiative aimed at demystifying pre-service teachers' understanding of, and perspective on solving word problems in mathematics. This research project should commence in April 2023. The Department of Early Childhood Education is alive with possibility and members of staff excel in teaching and learning, research and community engagement initiatives.

▼ Ms Francinah Masola



Ms Francinah Masola has completed her PhD studies and is eagerly awaiting the result. This mammoth task required much hard work and we are extremely proud of her. When we asked Ms Masola how she felt about having achieved this milestone, she responded: 'The journey that led to the submission of my PhD thesis has been long and hard. After many years of hard work and dedication, I feel a great sense of accomplishment and pride. The process of writing and researching has been a learning experience that will stay with me forever. I hope that my work will be of use to teachers, parents and future generations of students and researchers.'



▲ Members of the Austrian Tech4Reach team alongside members of the Faculty of Education's philosophy and undergraduate programmes

The Austrian Tech4Reach team visits Pretoria

Author: Prof Irma Eloff

The Austrian delegation of the international Teach4Reach research team visited Pretoria in early February 2023. Dr Ann-Kathrin Dittrich (senior scientist) and Sunet Grobler (doctoral scholar) represented the University of Innsbruck and were accompanied by Joseph Sebastien Steinlechner, a doctoral scholar supervised by Prof Evi Agostini from the University of Vienna.

During their week-long visit, the team intensified the data analysis processes stemming from this two-year research project that focuses on the role of teacher education in supporting the Agenda 2030 Global Sustainability Goals. They also visited schools in Pretoria, met with sustainability researchers and presented guest lectures on the lessons learned from an interdisciplinary project between the Global North and the Global South.

The Austrian team was invited by the Deputy Dean for Research and Postgraduate Studies in the Faculty of Education, Prof Saloshna Vandeyar, to share lessons learned in sustainability research during the

first Academic Support sessions of the year. Prof Chika Sehoole, the Dean of the Faculty, opened the event and welcomed those present. He pointed out that the goals of the Teach4Reach project align perfectly with the vision of the Faculty of Education. Prof Clinton van der Merwe facilitated the proceedings and also challenged the team to include the African Union's Agenda 2063 in the work on Agenda 2030. The Austrian team members also met with Prof Salomé Human-Vogel, Deputy Dean for Teaching and Learning in the Faculty of Education, who presented the first keynote address in the Teach4Reach webinar series at the commencement of the project.

The Teach4Reach project is funded by Africa-Uninet and the members of the South African Teach4Reach team are Prof Irma Eloff, Dr Kgadi Mathabathe and Ms Rosa Modiba. Prof Eloff is a professor of Educational Psychology and Dr Mathabathe is the Deputy Director of Education Innovation at the University of Pretoria. Ms Modiba, who is currently working on her doctoral research

on the transition from school to university, is a doctoral scholar in the project. The team expressed excitement about the research findings that were expected to emerge from the project and indicated that the opportunity to meet in person contributed much depth to the analytic discussions.



It is a new year with new beginnings and new first-year students

Author: Dr Nadia Swanepoel

On Wednesday, 15 February 2023, the Department of Early Childhood Development received the new cohort of first-year students on our beautiful Groenkloof Campus. The HOD Prof Azwi Muthivhi, Dr Susan Thuketana, Dr Nadia Swanepoel and Mrs Nita Pieterse welcomed the students and introduced them to some of the lecturers whose classes they will be attending during their four years of study towards obtaining a BEd degree in Early Childhood Education and Foundation Phase.

A handful of final-year students served as orientation tutors and assisted the first-year students with working out

their timetables. Welcoming first-year students to the Department for Early Childhood Education was an enjoyable experience and we would like to thank the following members of staff who were part of the Orientation Programme: Dr Joyce West, Dr Makwalete Malatjie, Mrs Francinah Masola and Ms Matshediso Lekgetho.

The orientation tutors proved to be a wonderful asset. Thank you Karlien Kriel, Chantonic Prinsloo, Carla Janse van Vuuren, Rafeea Mangera, Lerato Lepheane, Fikile Pangwa and Cara Swart for your work behind the scenes and for making ECE shine brightly!



▲
Back row from left to right: Dr Susan Thuketana, Rafeea Mangera, Lerato Lepheane, Cara Swart, Fikile Pangwa, Karlien Kriel and Mrs Nita Pieterse
Front row from left to right: Chantonic Prinsloo, Dr Nadia Swanepoel and Carla Janse van Vuuren.



▶
From left to right: Mrs Matshediso Lekgetho, Dr Susan Thuketana, Mrs Francinah Masola, Dr Nadia Swanepoel, Dr Makwalete Malatjie and Mrs Nita Pieterse

Department of Humanities Education responsible for two accredited educational journals

Authors: Profs Johan Wassermann and Clinton van der Merwe

Prof Wassermann is the editor-in-chief of *Yesterday & Today*, a scholarly, peer-reviewed and educationally focused history education journal, which is indexed by the South African Department of Higher Education and Training. The journal is currently published in conjunction with The South African Society for History Teaching (SASHT) and with the expert support of Dr Heather Thuynsma and her team at the University of Pretoria's UP Journals platform. Two double-blind peer-reviewed issues, which focus primarily on research done on history education in Africa, are published annually. *Yesterday & Today* focuses on research articles in the following fields of research:

- History teaching/education
- Educational history / History of education / History in education

- The history of any education-related theme
- History research that relates to any historical content or themes, especially those included in history curricula

Academic articles on the above fields account for 75% of the journal content. The remaining 25% of *Yesterday & Today* is dedicated to 'hands-on articles' in the following field of research:

- Hands-on reports – articles based on authors' personal experiences of / opinions regarding history in or outside the classroom
- Book reviews
- Conference reports

Open access to the journal is available on the SASHT, SciELO and [University of Pretoria UP Journals](#) platforms.

The *Journal of Geography Education in Africa* – JoGEA (eISSN 2788-9114) is an open-access, double-blinded peer-reviewed journal that focuses on geography and sustainability education. As the journal of the *Southern African Geography Teachers' Association* (SAGTA – NPC: 2017/035104/08), it promotes the professional development of the field of Geography and Sustainability Education in Africa. Papers from academics, teachers, methodologists, students and all others with an interest in geography and sustainability education are welcomed.

Prof Clinton van der Merwe is the Founding Editor of JoGEA and is ably supported by Dr Heather Thuynsma and her team as ESI Publishers (and UP Journals). This journal can be accessed on [University of Pretoria UP Journals](#).

Groenkloof FLY@UP Activation Day

Author: Oreratile Kau



▲ The FLY@UP committee

On 22 March 2023, the Wednesday after Human Rights Day, Groenkloof Campus played host to the FLY@UP activation, which sought to reinforce the message that every student should hear and take to heart: Make your mark!

When asked about the reason for the FLY@UP activation, head coordinator Tayla Jonker explained that the aim is to make students aware of what the University offers to support them throughout their journey to the completion of their studies. The services made available to Tuks students include, for example, counselling and health services, which could impact positively on the well-being of students and their ability to achieve academic excellence.

Teenagers who enrol for studies at universities face many hurdles. The FLY@UP campaign offers them a *Roadmap towards Your Finish Line* that provides detailed

information on how to cope with hurdles encountered along the way. Students need time to make adjustments, come to grips with academic challenges and deal with module or lecture concerns, which are some of the hurdles faced by every student. The roadmap also contains guidelines on how to deal with problems, for example by contacting Student Administration or even applying for a STARS mentor.

Small incentives that include a pocket roadmap and a bookmarking ruler are handed out to encourage students take note of how this campaign can be beneficial to them in the long run. 'Our goal is to make sure students complete their degrees on time,' Tayla stated. The

University strives for excellence and is ready to equip its students with the tools they will need to ensure that they will complete their studies on time.

One third-year student, who chose to remain anonymous, said she finds it reassuring that FLY@UP constantly tries to motivate students to stay the course and complete their studies. She added that it also keeps her motivated as she prepares for her practicals. The success of the FLY@UP activation is determined by the number of interactions it has with the students, and judging by the steady increase in student traffic since the beginning it is clear that this has been another successful FLY@UP campaign.

PhD candidate Emile Gouws making international waves

Author: Emile Gouws

▼ PhD candidate Emile Gouws at the 27th Annual International DIR Conference



While growing up as a child on the autism spectrum, education continually changed my life. The knowledge that I gained during my studies and my experiences as a neurodiverse PhD student at university helps me daily with reference to the different roles I play in society as a specialist teacher and autism self-advocate, and in my role as president of different organisations for disabled people. My roles and responsibilities in these organisations are intertwined and emphasise the lack of research on the experiences of neurodiverse students available in the Global South.

There is a dire need for investment in research into ASD, especially for research on university students'

experiences. Currently most of the specialist articles depicting the daily experiences of students with disabilities are published in the United States, Great Britain and Sweden, which are all in the Global North. Little is known about the challenges faced by, and support services available to neurodiverse students in African, South American and Asian countries. I therefore feel that I have a responsibility to try to illuminate these barriers one step at a time.

Locally, I have been on the board of Autism South Africa (Vice-Chairman) for the past five years. Internationally, serving on the Commonwealth Disabled Peoples 'Forum, I represent disabled people from 53 different countries. This position also requires me to attend higher political meetings (United Nations and Commonwealth related) and to regularly communicate with heads of state regarding the inclusion of the rights of disabled people in their constitutions. I am also the first and only elected member from the continent of Africa on the Autistic Researchers Committee of the International Society for Autism Research (INSAR).

For the past three years, I have served on the board of directors of the International Council for Development and Learning (ICDL), an American organisation, where I am the fourth elected President. ICDL has grown from being a small interdisciplinary council of professionals based in the United States to a vast international council of professionals and parents. This organisation, which was started 33 years ago by ICDL's first President, Dr Stanley Greenspan, is now reaching maturity.

Although I receive a lot of international exposure, I always remain rooted in undergraduate and postgraduate studies at the Faculty of Education. I want to thank the Department of Humanities Education for their support and, in particular, my supervisor, Prof Johan Wassermann, for his guidance and for always reminding me of the bigger purpose of my studies. At first I did not see it, but now I do!

Once I have received my PhD in April, my goal will be to change as many lives as possible by contributing to the paradigm shift we are fighting for in the field of neurodiversity.



Philip Markin presented a paper at the International Symposium on Autoethnography and Narrative

Author: Phillip Markin

During the International Symposium on Autoethnography and Narrative that was held from 3– 5 January 2023, Philip Markin presented a paper titled 'The wreality wrestling arena: An approach to presentation and analysis of autoethnographic data', which was based on an autoethnographic research methodology that he had developed for his PhD.

The Wreality Wrestling Arena is like a sports arena with a commentary box and a field that becomes a stage with all the scenery and lighting effects

for presenting a drama. Having lived through various experiences while trying to make sense of reality, he himself enacted his data on the field as the wreality wrestler.

'Wreality is the self-constructed reality that each of us form for ourselves as we pass through life. Storytelling, poetry and dramatic enactment were all part of the drama. Analysis was done by myself as the host, and I invited voices from literature and from my past to comment on and critique the events on the field', Markin explained.

His presentation fitted into a vast range of presentations all aimed at opening up our lived experiences as we traverse the multitude of environmental blessings and challenges of life. He was intrigued by the many cameos of human life he encountered at the conference. Some of the founders of autoethnography led the conference and shared the history of this exciting research field. Markin concluded: 'I left the conference uplifted and inspired to keep working in this important research field.'

Student Orientation event

Author: House Education

▼ A Group of 2023 1st year students waiting to be addressed during orientation week



A social, support and networking event was held in the Normal Hall at Groenkloof Campus from 09:00 to 12:00 on 16 February 2023. The House Education Committee was requested to organise the event and to come up with ideas that would make it enjoyable for first-year students.

A Faculty quiz was held and students who gave the correct answers were rewarded with calendars, key holders, bags, pens, rulers or T-shirts. A TikTok dance challenge

brought life to the event and set the hall on fire! Most of the students were very happy to meet the members of House Education Executive Committee, who also participated in the dancing.

Based on the feedback received directly from students and through social media platforms, it was clear that the event had been thoroughly enjoyed by the students. It also confirmed that first-year students needed to be shown that varsity life does not need to be stressful,

but also provides opportunities to relax and have fun. Following this successful event, our young students seemed much happier, which proved to us that we had succeed in our goal to give them a good first-year experience and many happy memories. As promised, there will be more special events for students in the Faculty of Education.

We would like to extend our sincere appreciation to the students in the Faculty who contributed to ensuring the success of this event.

Prof Chika Sehoole publishes a book on student mobility in Africa

Author: Dr Sharon Mashau

The National Research Foundation (NRF) recently hosted an event to celebrate the publication of a book edited by Professor Chika Sehoole, Dean of the Faculty of Education at the University of Pretoria (UP), and Prof Jenny J. Lee, a professor of educational policy studies and practice at the College of Education at the University of Arizona in the USA.

The book, titled *Intra-Africa Student Mobility in Higher Education: Strength, Prospects and Challenges*, was funded by the NRF. In a field that traditionally focuses on the Global North, the book analyses the patterns of student mobility in Africa, based on seven countries on the continent. 'The story of this book can be traced back to my studies in the US,' said Prof Sehoole, who conducted postdoctoral studies at the University of Illinois during 2003 and 2004. 'I realised that I did not know my continent [Africa] as I had completed all my studies in South Africa. Throughout my studies, I was never exposed to African higher education studies. Therefore, when I returned from the USA, one of my goals was to learn more about my own continent and the higher education landscape in Africa.'

The book was the result of a process that began with Prof Sehoole and Prof Jenny J. Lee conducting a survey of seven South African universities. The study revealed interesting findings about, among other things, the quality of the education offered, the importance of the brand of a South African-acquired qualification when looking for a job abroad, relationships with professors and facilities available at local universities. These findings resulted in the rolling out of the project throughout Africa via the African Network for Internationalisation of Education (ANIE), which Prof Sehoole



▲ Left to right: Dr Aldo Stroebel, Executive Director: Strategic Partnership Programmes at the NRF; Justice Ratshilaya, PhD Student at UP's Faculty of Education; Tracy Klarenbeek, Director: Knowledge Advancement and Support at the NRF; Prof Chika Sehoole, Dean of the Faculty of Education, University of Pretoria; Dr Sepo Hachigonta, Director: Strategic Partnership Programmes at the NRF; and Steven Dlamini, Grand Management and Systems Administration Programme Officer at the NRF

co-founded in 2008. ANIE aims to contribute to knowledge on the international dimension of higher education in Africa and recognises that, in terms of internationalisation, there is a lack of information about Africa. It aims to close this knowledge gap. ANIE also recognises that many scholars on the continent have obtained master's and PhD degrees and could write about their own study journeys. The organisation set in motion a plan to record this knowledge and publish it in book form. To date, ANIE has produced four books.

This most recent project was rolled out in seven countries, with surveys conducted to record the experiences of international students. The selected countries were Nigeria, Ghana, Senegal, Uganda, Egypt, Kenya and South Africa. *Intra-Africa Student Mobility in Higher Education: Strength, Prospects and Challenges* contains case studies of 12 universities in seven countries, in addition to the seven South African universities of the initial study. Given the limited funding, one way in which ANIE could ensure the success of the project was to recruit scholars in the selected countries of research to carry out the studies. The project was driven by the need to encourage people to write about

their own experiences in higher education. Where there was a need for capacity building, ANIE ensured that it worked with the scholars.

Speaking at the event, Dr Aldo Stroebel, Director: Executive Strategic Partnership Programmes at the NRF, said: 'This book is a companion's guide and excellent body of work that provides a strong framework of empirical reference informing mobility for knowledge.' Among those who attended the function was Azwifariswi Justice Ratshilaya, a PhD student who completed his master's degree under the supervision of Prof Sehoole. He was recruited to join the team for the student mobility project and contributed a chapter about the experiences of international students at South African universities. 'Many more deliverables were achieved than those seen in the book,' Prof Sehoole said. 'Some include training workshops for the seven scholars from each country. One of the students completed his master's studies under my supervision and is now doing his PhD studies in Nigeria. In Uganda, I produced another PhD student from the same study. The impact of the study was felt not only in South Africa, but also elsewhere on the African continent', said Prof Sehoole as he concluded.

Resilience think-tank

Author: Prof Linda Theron

Building resilience, or the capacity to be okay and do okay when exposed to significant stress, continues to be at the forefront of research agendas. To that end, a group of scholars and practitioners from diverse disciplines engaged in a week-long think tank. Hosted by Prof Linda Theron (Department of Educational Psychology, University of Pretoria), this group engaged with local youth and service providers, and developed a proposal for a research study that intends to build on the field-shifting work of the Resilient Youth in Stressed Environments (RYSE) study.

RYSE, which is a multi-site, multi-year study co-led by Dr Michael Ungar (Canada Research Chair: Child, Family and Community Resilience and Professor of Social Work, Dalhousie University) and Prof Linda Theron, concludes in March 2024. Among many novel insights, RYSE showed the value of multi-systemic approaches to investigating—and enabling—youth resilience. This next study hopes to advance this approach.

In keeping with lessons learned during lockdown, the think tank embraced both in-person and virtual participation. Virtual participants included Dr Brian McGrath (Professor of Urban Design, the New York School), Prof Dov Stekel (Professor of Computational Biology, University of Nottingham), Dr Jan Hóltge (Post-doctoral fellow in the RYSE study and University of Hawai'i at Mānoa), Prof Josh Vande Hey (Associate Professor of Atmospheric Science and Sensing, University of Leicester) and Prof Oláńrewájú Oláńíyan (Professor of Economics, University of Ibadan), while the in-person participants included Dr Caradee Wright (Chief

Specialist Scientist: Environment & Health, Medical Research Council), Ms Celeste Matross (Country Director, REPSSI), Dr Diane Levine (Assistant Professor of Criminology, University of Leicester), Prof Flavia Senkubuge (Professor of Public Health Medicine, UP), Dr Karmel Choi (Director, Precision Prevention Program, Harvard), Ms Makananelo Makape (Regional Program Officer, REPSSI), Mr Matteo Bergamini (COE, ShoutOut UK), Dr Michael Ungar (Canada Research Chair: Child, Family and Community Resilience) and Dr Zainab Mai-Bornu (Lecturer in International Politics, University of Leicester).



Front: Dr Karmel Choi, Ms Celeste Matross, Dr Diane Levine, Ms Makananelo Makape, Prof Linda Theron and Dr Caradee Wright
Back: Dr Michael Ungar, Dr Zainab Mai-Bornu, Mr Matteo Bergamini

Sharing is caring

Author: Dr Nadia Swanepoel

On 14 February, the Department of Early Childhood Education (ECE) celebrated love with an informal picnic. In our dynamic Department we have learned that sharing is caring. Time was scheduled for a small gathering to celebrate the beautiful diversity in the Department and acknowledge the hard work done by its staff. Thank you to Dr Joyce West, who organised this beautiful event. We love each other at our Department.



2023 EASA Conference

Author: Prof Funke Omidire

The Director of the Centre for Evaluation and Assessment (CEA), Prof Funke Omidire, attended the 2023 Education Association of South Africa (EASA) Conference held at the Century City Hotel and Conference Centre in Cape Town from 8 to 11 January 2023. Prof Omidire presented the Chairperson's Report for 2022 at the EASA Annual General Meeting. As outgoing Chair, she presented the Emerging Researcher Award and Postgraduate awards. She also delivered the welcome address at the Gala Dinner and received the outgoing Chairperson's award.

This was the first in-person conference held by EASA since the national lockdown due to the COVID-19 pandemic and the theme of the 2023 conference was 'Oceans of wisdom, mountains of knowledge, winds of change'. The keynote speakers included Prof Thuli Madonsela from the University of Stellenbosch, Prof Mbulungeni Madiba from the University of Cape Town, Prof Irma Eloff from the



▲ *Left to right: Prof Omidire with World Education Research Association (WERA) delegates at the 2023 EASA Conference. From left to right: Prof Woon Chia Liu (National Institute of Education, Singapore), Prof Ingrid Gogolin (University of Hamburg, Germany), Prof Ruth Mampane (University of Pretoria), Prof Funke Omidire (University of Pretoria), Prof Geovana Lurnard-Mendes (State University of Santa Catarina, Brazil) and Prof Liesel Ebersöhn (University of Pretoria)*

University of Pretoria and Prof Piet Van Avermaet from Ghent University in Belgium.

Prof Omidire also chaired a session during which the first presentation, titled 'Bininj education in the Warddeken homeland of Northern Australia: turning points and new directions' was co-presented by JG Guenther from the Batchelor Institute, DY Yibarbuk and TJ Guymala from the Nawarddeken

Academy. The second presentation, 'Teachers' perceptions about leadership: Towards an innovative collaborative teacher leadership development framework for schools' was co-presented by NJP Smith from Sol Plaatje University and ED De Klerk from North-West University, and the third and final presentation, 'Micro-aggressions and the South African teacher' was presented by CR Karrim from the Management College of Southern Africa.

CEA's Data Manager attends PIRLS NRC meeting

Author: Mr Gabriel Mokwena



▶ *Delegates at the PIRLS NRC Meeting Amsterdam*

The International Association for the Evaluation of Educational Achievements (IEA) held its 9th and final PIRLS2021 National Research Coordinators' (NRC) meeting in Amsterdam, Netherlands.

This three-day meeting, which started on Monday 13 February 2023, focused on describing the contents and release of the PIRLS2021 results and database and was attended by delegates from more than 50 countries. South Africa was represented by Prof Surette van Staden (National Research Coordinator), Dr Mark Chetty (Department of Basic Education) and Mr Mishack Tshele (CEA's Data Manager).

The first NRC meeting for the 2026 cycle followed immediately afterwards, on 16 February 2023.

The purpose of this meeting was to introduce the next cycle of PIRLS and to discuss plans for its implementation.

South African Grade 4 learners from all nine provinces were among the learners from more than 60 countries worldwide who participated in the PIRLS 2021 cycle. A sample of Grade 6 learners also participated in the study in South Africa. PIRLS, conducted under the auspices of the IEA, is designed to provide internationally comparative data on how well children read by assessing fourth-grade students' reading achievement.

Dr Karen Roux joins the Faculty of Education as a senior lecturer

Author: Dr Karen Roux



▲ Dr Karen Roux

The Centre for Evaluation and Assessment (CEA) would like to congratulate Dr Karen Roux on her promotion to the position of senior lecturer. Dr Roux joined the Department of Science, Mathematics and Technology Education as senior lecturer in Assessment and Quality Assurance at the University of Pretoria on 1 January 2023. She teaches three postgraduate modules that deal with research methodology and quality assurance in education.

Dr Roux is a promoter of, and advocate for equivalent assessments across different languages. She has served on several committees that deal with curriculum design and development, as well as language and literacy. She also serves as a researcher at the Centre for

Evaluation and Assessment (CEA) and is involved in several research studies, including the large-scale international comparative study, the Progress in International Reading Literacy Study (PIRLS) and the Western Cape Education Department's systemic test project.

She holds a PhD in Assessment and Quality Assurance from the University of Pretoria and was awarded the Bruce H Choppin Memorial Award for an outstanding PhD thesis that involved a study of the International Association for the Evaluation of Educational Achievement (IEA) data. Her study focused on the equivalence of the 2016 Progress in International Reading Literacy Study (PIRLS) texts released across English, Afrikaans and isiZulu.

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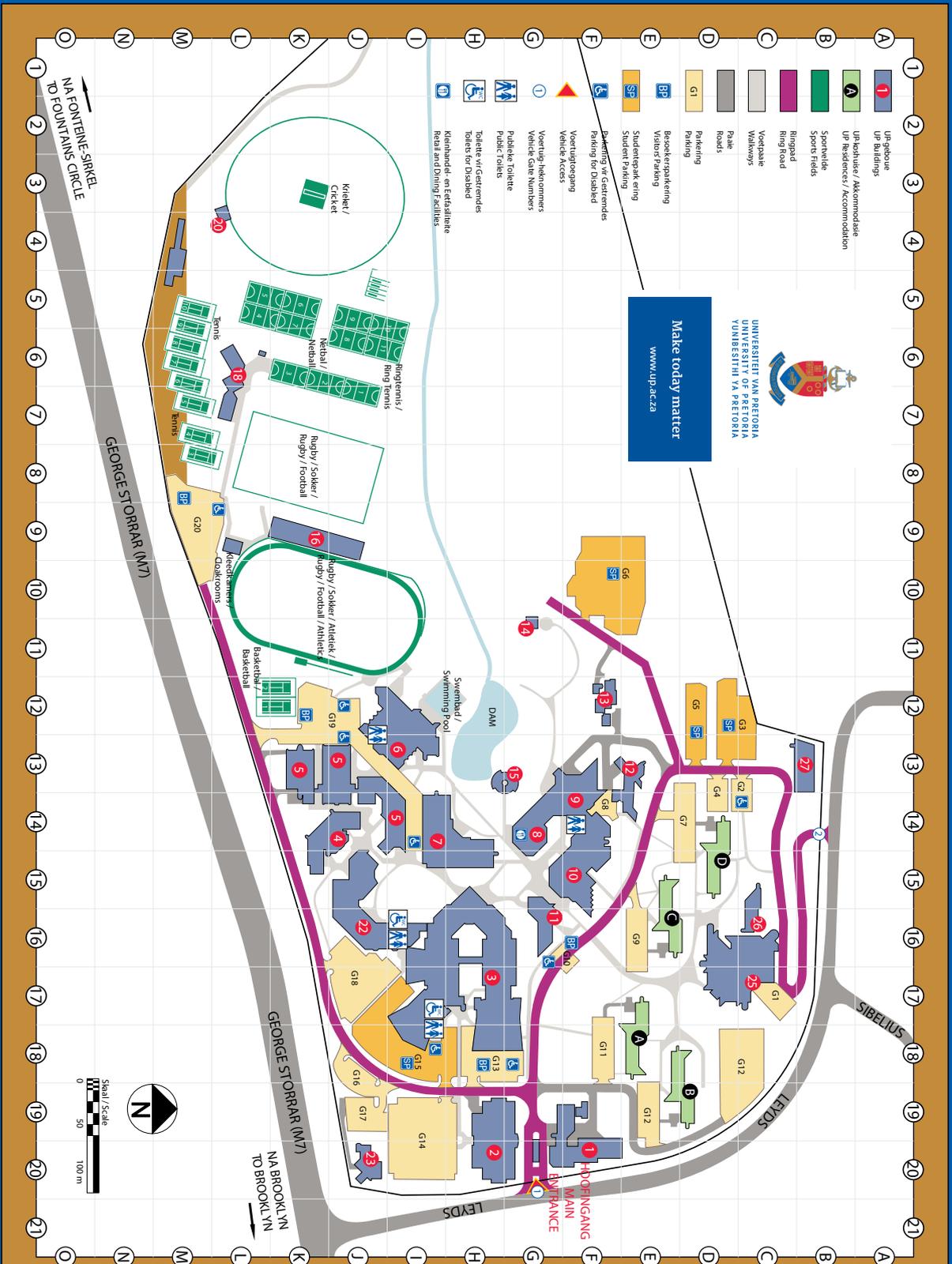
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3 Aldoel H17	7 GK-biblioteek H15	C16 Kiaat D15	
15 Boma G13	13 Hoof: TuksRes F12	D16 Kiaat E18	
23 Duethuis J20	14 Jakaranda-klubhuis G11	A18 Lillium E18	
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	27 Kiaat-klubhuis B13		UP-noodnommer: 012 420 2310
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3 Aldoel H17	23 Duet House J20	C16 Kiaat D15	
10 Auditorium F15	7 GK Library H15	A18 Lillium E18	
15 Boma G13	12 Guest Accommodation E13	B19 Zinnia D19	
20 Cricket Club House L4	13 Head: TuksRes F12		UP Emergency Number: 012 420 2310
	14 Jakaranda Club House G11		
	18 Kentucky Club House L6		
	27 Kiaat Club House B13		
	22 Lecture Theatres J16		
	4 Natural Sciences J14		
	9 Normaal Hall F14		
	10 Ouditorium F15		
	2 Oud SACTE H20		
	16 Pawiljoen K9		
	6 Sports Centre I13		
	26 Staff Accommodation C16		
	8 Student Centre G14		
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Map updated October 2022.
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