



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

In-tuition

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**Newsletter of the
Faculty of Education**

www.up.ac.za/education

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on campus**



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celebrates culture**



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graduation**



Alberta and Pretoria partner for future Research

The University of Pretoria and the University of Alberta have signed a Memorandum of Understanding to lay the foundations for future research and collaboration between the two institutions.

The University of Alberta is ranked among the top universities of the world on several world ranking systems and has most recently been ranked no 84 in the world on the QS World University rankings. In the subject field of Education, Alberta is ranked in the top 100 in the world and Pretoria in the top 150.

The initial groundwork for the current collaboration started during meetings of the two Deans of Education in 2013. Dr Fern Snart, Dean of Education at Alberta, hosted Prof Irma Eloff, Dean of Education at Pretoria, in Edmonton, Canada. During the discussions it emerged that the two faculties had similar areas of strength in particular areas of research in education – ranging from mathematics education, literacy, indigenous knowledge and social justice education. The two faculties are also similar in size and share remarkably similar histories, spanning decades.

During the signing of the MoU, Prof Irma Eloff expressed the hope that the collaboration between the two Faculties of Education will also be broadened to include other fields at the institutions, e.g. the Faculties of Engineering, Built Environment and Information Technology, Economics and Management Sciences; Theology and Health Sciences. The MoU was signed at institutional (university) level.

The Alberta delegation to Pretoria included the Dean of Education, Dr Fern Snart; the Associate Dean, Dr George Richardson; Dr Lynette Schulz; Dr Larry Prochner; Dr Elaine Simmt; Dr Florence Glanfield; Dr Carol Leroy and Ms Lucy de Fabrizio. The former Registrar of Alberta, Mr Gerry Kendall, also accompanied the delegation.



Prof Irma Eloff, Dean of the Faculty of Education; Prof Stephanie Burton, Vice Principal; Dr Fern Snart, Dean of the Faculty of Education at Alberta University in Canada, signing the Memorandum of Understanding between the two universities.

Valuable information shared during panel of Alberta delegates

On 22 September 2014 the delegation from Alberta University in Canada met staff members and other academics to discuss research in education at Alberta University and in South Africa.

Dr Florence Glanfield shared her experiences of working with an indigenous community in coming to understand what it means to work with a community as a researcher and mathematics educator.

Dr Carol Leroy discussed the need to recognize and support local literacies while enhancing children's access to conventional ones.

Dr Larry Prochner focused on his SSHRC funded study of ECE education to share a preliminary analysis of data from the Canadian setting.

Dr Lynette Shultz discussed current trends in

education policy and governance as both basic and higher education are viewed as lucrative markets at the same time that social, environmental, and geo-political issues demand increased public deliberation and engaged citizenship. How should educators deal with the new corporate policy actors who have increasing influence in the education policy field? She also addressed the question: 'What is being assembled in this new international/internationalizing policy field?'

Dr Elaine Simmt spoke about how teachers and education researchers share the common task of observing learners. Although their purposes differ in some ways, fundamentally they share the need to make sense of learner sense making as students engage in an educational objective of learning mathematics. From studies that involve close observation of pairs working on mathematical tasks in clinical interview settings to design experiments that involve the observation

of groups of learners (pairs, dyads, quads and full classes) Dr Simmt has continuously asked, how can we observe learners and learning. She posed some methodological challenges and ways that the theoretical frame of enactivism has provided a perspective from which to explore that question.

Dr George Richardson's presentation focused on the educational challenges multicultural and multinational societies face in attempting to develop national identity in increasingly diverse and plural contexts.

The Deans, Prof Irma Eloff and Dr Fern Snart shared comparative facts and anecdotal stories of their own (remarkably similar) career histories, as well as sharing some of the similarities pertaining to the two Faculties of Education, and the Universities of Alberta and Pretoria.



Dr Fern Snart, Dean of the Faculty of Education at Alberta University addresses the audience



A live interest in the collaboration between the two Universities



Prof Liesel Ebersöhn, Dr Lynette Shultz and Prof Irma Eloff



Dr Fern Snart in conversation with a postgraduate student



Mr Gerry Kendal, Ms Lucy De Fabrizio and Dr Elaine Simmt



Dr Carol Leroy in conversation with a postgraduate student



Dr Florence Glanfield with a postgraduate student



Dr Larry Prochner with a postgraduate student



Dr Michelle Finestone and Prof Irma Eloff

Memorandum of Understanding



Ms Hilda Kriel with Dr Larry Prochner and Dr Carol Leroy



Dr Elaine Simmt talks to Dr Ruth Mampane



Dr Fern Snart poses with the members of the TUKS Camerata and their conductor, Mr Michael Barrett



Prof Stephanie Burton, Vice Principal, exchanges gifts with Dr Fern Snart while Prof Irma Eloff enjoys the moment



The group from the University of Alberta and the University of Pretoria who witnessed the signing of the MOU



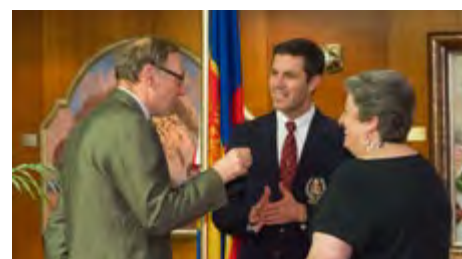
Dr Elaine Simmt in conversation with the newly appointed Dean of the Faculty of Engineering, Built Environment and Information Technology, Prof Sunil Maharaj



Dr Lynette Shultz and Dr Michelle Finestone



Prof Carolina Koornhoff, Vice Principal, talks to Mr Gerry Kendal



Dr George Richardson with the Choir Conductor, Mr Michael Barrett and Dr Sonja van Putten

Distinct similarities between the universities

During a visit to the University of Alberta, Canada, the Dean of the Faculty of Education at the University of Pretoria, Prof Irma Eloff, was struck by the similarities between the two faculties of Education. Both faculties have been in existence for more than seven decades, and they have similar numbers of undergraduate and postgraduate students.

More interestingly, the areas of research expertise also seem to be similar, even though the faculties are responsive to educational challenges in two different hemispheres and on two different continents.

The Faculty of Education at the University of Alberta was established as the first Faculty of Education in Canada in 1942. It is committed to the discovery and dissemination of knowledge about teaching and learning and is highly regarded worldwide for the quality of research.

It also supports professional educators to continue to question, to reflect, to seek knowledge, and to be open to change throughout their careers.

Currently, more than 25% of Deans of Education in Canada are alumni of the Faculty of Education at the University of Alberta.

During initial meetings with the Dean, Dr Fern Snart, and the Associate Dean for International Initiatives, Dr George Richardson, the two faculties explored ways in which to strengthen collaboration between the two institutions.

In Edmonton, Prof Eloff also met with Alberta colleagues who are working in a variety of fields, such as Drs Lynette Shultz and Prof Ali Abdi (policy studies and diversity), Dr Cathy Adams (ICT education), Dr Carol Leroy (language and literacy), Dr Jacqueline Leighton (educational psychology and assessment), and Drs Elaine Simmt and Dr Florence Glanfield (mathematics education).

For the immediate future, both faculties will seek to increase postgraduate co-supervision of students, possible collaborative research projects, postdoctoral fellowships, external examination, as well as staff and student exchanges.



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WORD FROM THE DEAN

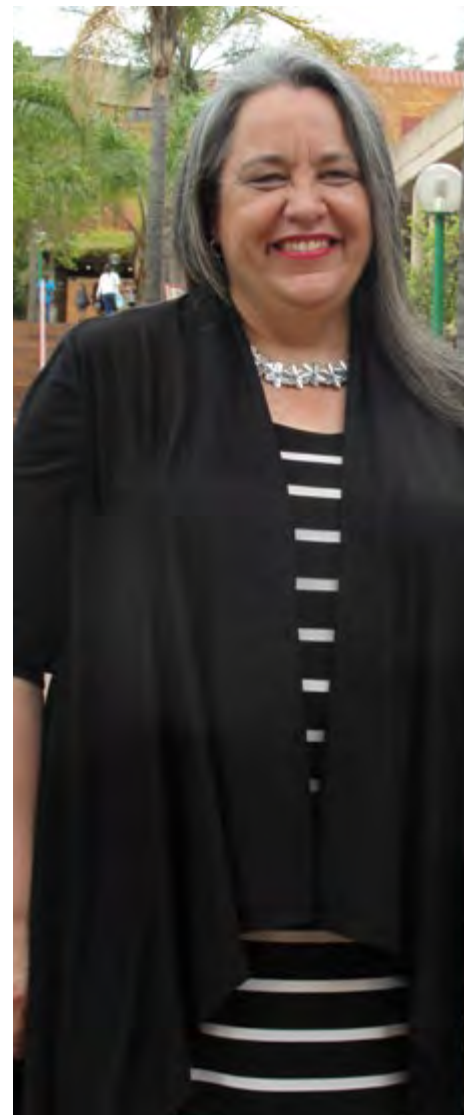
"In a completely rational society, the best of us would be teachers, and the rest of us would have to settle for something else", says Lee Iacocca. "Isn't that true", we would say, while either shifting in our chairs or applauding silently within our hearts, thankful that there was someone who has stated the obvious. The fact is, if we actually match our actions to what we know to be true in education, the world we live in would be a much better place. Much of what we see as problems, would be addressed, because it would all start in the classrooms. It will start in the schools and universities where we send out children and the whole circle of learning will start to become more healthy and whole.

Listening to Prof Jukka Alava, from the University of Jyväskylä, during his public lecture on the Groenkloof campus recently, this seems to be what they have done in Finland. Acknowledged by most as one of the best education systems in the world, prof Alava shared how only 10-15% of the applicants to Finnish education programmes are accepted into the programmes across the country. It is highly competitive. It is equally prestigious to get accepted into a teaching programme, than into a degree programme to become a medical doctor. Yet, in South Africa, we constantly tell our best and brightest matriculants: 'Become anything, just not a teacher'. We should encourage our best and brightest to embrace education as a highly fulfilling career option and we should support them when they make the choice. We should also make our schools and classrooms places where the best and brightest would want to work. It goes both ways. Good work environments attract the talented youth of this world.

In the pages of this *In-tuition* you will read many stories about how we are trying to make a positive difference here in the Faculty of Education at UP. You will sense our excitement about the new partnership with the Faculty of Education at the University of Alberta – where we share a vision of quality and diversity in education. You will note how our research connects to real-world challenges in education and you will see the success stories of our students.

We are not settling for something else.

Prof Irma Eloff



Prof Irma Eloff, Dean of the Faculty of Education

Four awards for *In-tuition* Editor



Ms Annalize Brynard, Editor of *In-tuition*, has won four awards from the South African Publication Forum's national competition for her superb work on our *In-tuition* newsletter.

- Editor of the Year: Finalist
- Best External Newsletter: Finalist
- Excellence in Writing – Certificate of Merit
- Excellence in Communication – Certificate of Merit

The competition received more than 150 nominations, and only 4 merit awards are made per category.

The awards function was held in September 2014 at Gallagher Estate, Midrand.

Ms Annalize Brynard, Editor: *In-tuition*

Editorial

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

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Honorary membership of Golden Key International awarded to Prof Kobus Maree

Prof Kobus Maree from the Department of Educational Psychology in the Faculty of Education was awarded honorary membership of the Golden Key International Honour Society on 23 October 2014.

Golden Key South Africa identified Prof Maree as an exceptional member of the UP staff. In their letter of invitation, the society noted: "We have taken great interest in your biography, as well as the many contributions that you have made to the broader community and to the body of African scholarship".

Golden Key is an international non-profit organisation that recognises excellence exemplified in academic achievements, leadership skills and community involvement. It is the global primary academic honour society recognising and encouraging academic excellence among the top 15% of academic achievers attending tertiary institutions worldwide.

Honorary membership is extended to a few individuals that epitomise Golden Key's values

of integrity, collaboration, innovation, respect, diversity, engagement and overall excellence in their chosen field. A number of prominent people are among those who have accepted honorary membership of Golden Key in South Africa, including Archbishop Emeritus Desmond Tutu, Mr Trevor Manuel, Ms Naledi Pandor and Justice Edwin Cameron.

Academic leaders who are also honorary members of Golden Key in South Africa, include Dr Taddy Blecher (CEO and co-founder: CIDA City Campus), Prof Brian O'Connell (Vice-Chancellor: University of the Western Cape) and Prof Jonathan Jansen (Vice-Chancellor: University of the Free State).

Earlier this year, Prof Maree was awarded the Stals Prize of the *Suid Afrikaanse Akademie vir Wetenskap en Kuns* for exceptional research and contributions to education. He has a B-rating from the National Research Foundation and has been the author of more than 120 peer-reviewed articles and 60 books or chapters in books since 2004.



Prof Kobus Maree – outstanding academic

Another exclusive award

Prof Kobus Maree received the Psychological Society of South Africa's (PsySSA) Award for Excellence in Science during the 20th South African Psychology Congress on 18 September 2014. The Award was made in recognition of his significant contributions to Psychological Science, including the national and global recognition he

receives as a leading researcher, lecturer/teacher, scholar and thinker in career counselling. This is confirmed by his many scholarly publications—including books, book chapters and articles in leading national and international journals. The award also recognises the multiple invitations he receives to present locally and across the

world. He is internationally recognised for his work in (storied) career counselling and in life designing and the advancement of an integrated, qualitative+quantitative approach to career counselling and helping people overcome the shackles of a poor background and giving them hope.

Prof Liesel Ebersöhn elected as Member of ASSAf

Prof Liesel Ebersöhn, professor in the Department of Educational Psychology and Head of the Unit for Education Research in AIDS, was elected as member of the Academy of Science of South Africa (ASSAf).

ASSAf was formed in response to the need for an Academy of Science congruent with the dawn of democracy in South Africa - an activist in its mission of using science for the benefit of society. The mandate of the Academy encompasses all fields of scientific enquiry and it includes the full diversity of South Africa's distinguished scientists.

The strategic priorities of the Academy are closely matched to those of the nation. It focuses particularly on the need for greatly enhanced availability of high-level human capital and an increased use of the country's best intellectual expertise in generating evidence-based policy advice that is practically feasible.

The Parliament of South Africa passed the Academy of Science of South Africa Act (Act 67 of 2001), and ASSAf is the official national Academy of Science of South Africa representing the country in the international community of science academies.



Prof Liesel Ebersöhn receives the ASSAf Membership Award from Prof Daya Reddy, President of ASSAf

UP-Yale team receives international award

The Dean of the Faculty of Education, Prof Irma Eloff, received an international excellence in research award on 22 July 2014 in Melbourne, Australia, on behalf of the team of UP-Yale researchers led by the Dean and Dr Brian Forsyth from Yale University.

The Prize for Excellence in HIV Research Related to Children (formerly known as the Prize for Excellence in Research Related to the Needs of Children Affected by AIDS) is awarded once every two years and is jointly offered by the International AIDS Society (IAS) and the Coalition on Children Affected by AIDS (CCBA). The prize is awarded to an investigator whose abstract on research work done demonstrates excellence in research that is likely to lead to improved services for children affected by HIV and AIDS.

According to a statement made at the 20th International AIDS Conference in 2014, there is an urgent need to advance the scientific understanding of paediatric HIV and the psychosocial impact of the epidemic on children to enhance practices of prevention, treatment and care. With the aim of drawing the attention of the scientific community to children infected and affected by HIV and AIDS, the IAS/CCABA Prize for Excellence in Research Related to the Needs of Children Affected by AIDS was first awarded in 2010 at the 18th International AIDS Conference in Vienna.

The research team's winning abstract reported on a randomised clinical trial of an intervention to promote resilience in young children of HIV positive mothers in South Africa.

The research project, known as the Kgolo Mmogo project (Kgolo Mmogo meaning 'building together') was conducted in South Africa and was designed to assess the efficacy of interventions



Prize for Excellence in HIV Research Related to Children Presentation (from left): Françoise Barré-Sinoussi (IAS); Jan Lorraine Sher with joint winners: Prof Irma Eloff (UP) and Louise Kuhn (United States).

to promote resilience in young children of schoolgoing age, who live with their HIV positive mothers. Researchers from the University of Pretoria and Yale University collaborated on the project that was funded by the US National Institute of Mental Health.

The conceptual framework used in the intervention was based on the understanding that the psychological trauma experienced by mothers dealing with HIV compromised their parenting and contributed to their children's behavioural difficulties and poor functioning. The framework was further developed through action research, using focus groups with HIV positive mothers. The final intervention comprised 24 weekly group sessions. During the first 14 sessions, mothers and children were placed in separate groups and addressed their own challenges, and in the last 10 sessions these groups got together to focus on parent-child communication and parenting.

In the end, 390 mothers and their children were randomly selected to receive either the intervention or standard care, and follow-

up evaluations were conducted regularly and continued for 12 months after the end of the intervention. The results of the study demonstrated significant improvements in child behaviour and functioning in the areas of communication and daily living skills regarding those who participated in the intervention, and these findings continued over the follow-up period of 12 months.

This was the first study demonstrating benefits of an intervention designed to promote resilience among young children of HIV positive mothers. The intervention was specifically designed for an African context. It was carried out by community-care workers, using a manual indicating specific objectives and activities for each session. It is hoped that with wider implementation, the Kgolo Mmogo intervention could benefit large numbers of vulnerable children.

Results from the study were recently published by the USA National Institute of Health at <http://www.ncbi.nlm.nih.gov/pubmed/24991908>

Visiting professor at unit

In July 2014 Dr Caroline Mansfield, Murdoch University, was a visiting professor at the Unit for Education Research in AIDS. As expert in teacher resilience Dr Mansfield, Prof Liesel Ebersöhn and Dr Sonja Coetzee are exploring ways in which the two institutions can share knowledge for teacher training and build knowledge on Global South perspectives on teacher resilience.



Two new professors in the Faculty

The Faculty of Education has two newly promoted academic colleagues. From 1 January 2015 onwards the following colleagues are promoted to the level of associate professor.

Dr Ina Joubert from the Department of Early Childhood Education has written multiple book publications, a single author scholarly book and she has published in high ranking international journals (11 articles at the time of application). She has strong international networks in the UK, the USA and Italy. She has presented keynote addresses on a number of occasions and eight postgraduate students have completed their studies under her supervision. She currently supervises and co-supervises another 19 postgraduate students. She has led, and also served as co-investigator, on a variety of funded research projects. She was commended by her external reviewers for the quality of her scholarship in literacy in the foundation phase, as well as her ground breaking work on citizenship studies in children.



Dr Ina Joubert from the Department of Early Childhood Education

Dr Pieter du Toit from the Department of Humanities Education is one of South Africa's leading minds on learning styles and learning and teaching in higher education. At the time of application he had published 15 articles in accredited journals and he had published multiple book chapters in a variety of book publications. He has supervised 28 postgraduate students to completion – many of whom are academics themselves and leaders in their prospective professional fields. Dr du Toit has presented keynote addresses at major conferences around the globe since the mid-1990s. The PGCHE programme, which he leads, is widely renowned as a superb programme for developing quality teaching and learning in the tertiary sector



Dr Pieter du Toit from the Department of Humanities Education

WERA Secretariat

As Secretary-General of WERA, Prof Liesel Ebersöhn of the Department of Educational Psychology attended the World Education Research Association Secretariat meetings held from 4 to 6 August in Washington DC.

The World Education Research Association is an association of major national, regional and international specialty research associations dedicated to advancing education research as a scientific and scholarly field. WERA undertakes initiatives that are global in nature and therefore transcend what any one association can accomplish in its own country, region or area of specialisation. Member associations work together to address such issues as building capacity and interest in education research, thereby advancing education research policies and practices, and promoting the use and application of education research around the world.

SAJE Editors meet



In September 2014, the South African Journal of Education Executive Editor, Prof Liesel Ebersöhn, and Administrative Editor, Ms Estelle Botha, met with Guest Editors, Dr David Osher (VP American Institutes for Research, DC) and Prof Mahlapahlane Themane (University of Limpopo) to finalise the Special Issue on Safe and Supportive Schools.



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Living Lab for Innovative Teaching Research Launched

The Living Lab for Innovative Teaching Research at UP (LLITUP), a research unit aimed at interdisciplinary research collaboration in teaching and learning, was launched at UP's Groenkloof Library Research Commons on 10 October 2014.

Prof Marlien Herselman, Chairperson of Living Labs in Southern Africa (LLISA), discussed the opportunities created by LLITUP while Dr Ronel Callaghan, lecturer in the Faculty of Education's Department of Science, Mathematics and Technology Education who will be heading the Unit explained that while the educational environment in Southern Africa holds many challenges, there are also many initiatives to tackle these challenges. "Sharing and collaboration between these initiatives are important in order for South Africa to move towards interventions that are innovative, sustainable, interdisciplinary, and which can make an impact. Living labs are the ideal research paradigm to achieve this goal", she said.

A living lab is a user-driven, multidisciplinary platform that covers different domains/themes in real-life contexts. It aims to have a positive impact on the community and involves different

stakeholders. It has a unique set of values with different approaches and can be a methodology, an approach or an environment.

The core values of a living lab include quick exposure to the diversity and complexity of the real world, a multidisciplinary and user-driven approach, scaling opportunity and supporting research instruments (multimethod). It involves different relationships, partnerships and collaborations in specific contexts and facilitates learning through best practices and previously researched models rather than through trial and error.

The vision of the LLITUP teaching unit corresponds to the threefold purpose of a living lab as follows:

Innovation catalyst: The leading hub for research into innovative solutions for the challenges in the Southern African teaching environment.

Collaborative environment: An open, user-centric, multidisciplinary research environment, driven by user communities and their real-life experiments, fostering innovation and sustainability in teaching interventions in South Africa.

Capacity building: Developing people, creating knowledge and making a difference in education locally and globally.

LLITUP is implemented through networking, collaboration and sharing in a virtual community. It will focus on complex themes in the field of education and training such as Mobile Learning and Inquiry-based Learning. The Mobile Learning Theme is already active and through interdisciplinary collaboration in different research projects.



Dr Judy van Heerden, Ms Donna Hannaway and Dr Marié Botha



Dr Sonja van Putten; Dr Hanlie Botha and Dr Lizette de Jager



Prof Gerrit Stols and Dr Jeanine Mwambakana



Mr David Morris and Prof Machdel Matthee



Prof Jan Nieuwenhuis and Dr Ruth Aluko



Dr Linda Alston and Dr Ronel Callaghan



Prof Max Braun, Deputy Dean, did the welcoming



Prof Marlien Herselman, Chairperson of Living Labs of Southern Africa (LLISA)



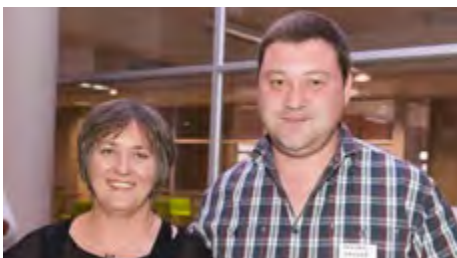
Dr Ronel Callaghan, Head of the new Living Lab for Teaching and research



Ms Maggie Moropane and Ms Bettie Kok



Prof Marlien Herselman, Dr Ronel Callaghan and Prof Irma Eloff



Dr Ronel Callaghan and Mnr Hendri Kruger



Prof Irma Eloff did the official launch

Erferisstigting donates books to Faculty of Education

The *Erferisstigting van Suid-Afrika* recently donated more than 600 books in African languages to the Education Library at UP's Faculty of Education on the Groenkloof Campus.

The books belonged to Prof Pieter Groenewald, retired previous Head of Department of African Languages.

The current Head of Department of African Languages, Prof Danie Prinsloo; Prof Pieter Groenewald and his wife Louise; their daughter Ria van der Merwe from the UP Archives; Prof Irma Eloff, Dean of the Faculty of Education; Ms Cecilia Kruger; Ms Estelle Pretorius and Ms Meisie Malindi from the *Erferisstigting*, as well as staff from the Education Library and Faculty of Education attended the occasion. The donation process was facilitated by Dr Surette van Staden from the Department of Science, Mathematics and Technology Education.



Some of the books that were donated by the Erferisstigting



Prof Irma Eloff in discussion with Ms Louise Groenewald



Dr Lizette de Jager, Ms Sonja Delport and Prof Irma Eloff



Prof Paul Venter, Ms Ria van der Merwe and Ms Louise Groenewald



Ms Meisie Malindi and a guest



Ms Julene Vermeulen and Prof Pieter Groenewald



Prof Danie Prinsloo, Prof Elsabé Taljard and Dr Michelle Finestone



Ms Estelle Pretorius, Ms Cecilia Kruger and Dr Surette van Staden



The guests gathered in the Education Library to celebrate the very welcome donation



Ms Eldorene Lombard and Dr Lizette de Jager

One new NRF rating as well as two re-ratings

The Faculty of Education has recently received two National Research Foundation (NRF) re-ratings and one brand-new rating for three researchers.

Prof Irma Eloff, Dean of the Faculty of Education now has a C1 rating and Prof Liesel Ebersöhn from the Department of Educational Psychology also received a C1 rating.

Dr Pieter du Toit from the Department of Humanities Education received a new C3 NRF rating.



Prof Irma Eloff, Dean of the Faculty of Education



Prof Liesel Ebersöhn from the Department of Educational Psychology



Dr Pieter du Toit from the Department of Humanities Education

Positive Psychologists connect in Melbourne

During a recent visit to Melbourne, the Dean of the Faculty of Education at the University of Pretoria, Prof Irma Eloff, visited the Centre for Positive Psychology at the University of Melbourne.

The Department of Educational Psychology at UP adopted a positive psychological approach a decade ago. It was found to be an approach that debunked many of the hegemonic discourses around pathology in psychology at the time, while also being a very effective means of addressing the unique contextual challenges of psychology in South Africa.

During the meetings in Melbourne, several contact points between the groups of positive psychologists in South Africa and Australia were discussed. The move towards resilience studies and the search for sustainable solutions were evident. The fact that positive psychology was closely linked to the faculties of education at both institutions is also significant. The utility of positive psychology in educational contexts has been explored on several continents, but researchers agree that it is not fully exploited yet. Prof Eloff elaborates on this notion in a chapter on 'Positive Psychology and Education' in the book 'Wellbeing research in South Africa' (Springer), edited by Marie Wissing.

Workshop held by Finnish professor



During Prof Jukka Alava's visit to the campus, he presented a workshop. Seen here with him is Prof Chika Sehoole, Prof Irma Eloff and the academics who attended the workshop



Prof Alava shares his experiences

Staff member appointed as Chair



Prof Liesel Ebersöhn

Prof Liesel Ebersöhn has been appointed to serve as Chair of the International Research and Scholarship Committee, Division C (Learning and Instruction) of the American Education Research Association.

In this role she is tasked to leverage networks of education scholarship in order to contribute to Learning and Instruction visibility and to enrich capacity in the global education research community.

Research focuses on commitment and achievement

It is a known fact that commitment is fundamental to most notable human achievements. But how does identity shape and strengthen people's commitments and provide a framework for attaining future goals? What factors make people's behaviour predictable and sustainable in the long run, and what are the consequences of commitment? These are the questions that Prof Salomé Human-Vogel aims to answer through her latest research on the factors that drive people to reach their goals, particularly those that play a role in how people regulate their own behaviour.

As a registered educational psychologist with a C3 rating from the NRF, she trains honours and MEd (Educational Psychology) students in family-oriented intervention. She is recognised for her research on positive self-regulation and the antecedents and consequences of commitment in academic and interpersonal contexts.

Prof Human-Vogel said, "I am investigating the role of positive emotions, inspiration, hope and optimism. How do these factors help people in reaching their goals? At this stage of the investigation, I have decided to focus on commitment as the most important condition

necessary to reach long-term goals." According to Prof Human-Vogel, much of the literature on commitment focuses on organisational and interpersonal (romantic) contexts. Therefore she is filling the research gap about commitment within the academic and family contexts and exploring new questions away from the mainstream thoughts in the discipline of educational psychology.

"I interviewed postgraduate students to find out about their commitment to their studies. During these discussions, it became evident that people who are committed have strong identities and a well-differentiated sense of self. That observation led me to realise that the commitment to reaching long-term goals is very strongly linked to a sense of knowing oneself, which is a necessary condition for commitment.

Thus, self-knowledge and self-reflection play an important role in commitment. To reach goals successfully, people must have a sense of who they are and what is important to them," Prof Human-Vogel said. In the context of academic commitment, Prof Human-Vogel weighed the meaning of a goal against the satisfaction experienced when that goal is reached.



Prof Salomé Human-Vogel from the Department of Educational Psychology

"Working towards accomplishing a long-term goal isn't always fun or satisfactory at the moment, but the commitment to the goal provides a sense of meaning, which sustains the commitment. I believe that when people choose long-term goals that align with their sense of who they are, they tend to experience their commitments as more meaningful. Meaningful commitment motivates people to continue working on their goals even when the going gets tough." Satisfaction alone does not necessarily have this sustaining force in times of difficulty, which may lead people to abandon their goals more easily."

South African reading literacy achievement under scrutiny

A research study conducted by Dr Surette van Staden, lecturer in the Department of Science, Mathematics and Technology Education at UP, aims to identify factors that predict reading literacy achievement among Grade 4 learners in South Africa.

An article about the research, co-authored by a leading school effectiveness expert, Prof Roel Bosker from the Rijks Universiteit, Groningen in the Netherlands, has been accepted for publication in the South African Journal of Education.

The study draws on the preProgress in International Reading Literacy Study (prePIRLS) 2011 data, which places the results of South African Grade 4 learners substantially below the international centre point of 500 at 461 (SE=3.7). Selected items from the prePIRLS 2011 learner, parent and teacher questionnaires were used in a two-level model to determine the effect of learner aptitude, opportunity to learn and quality of instructional events on reading literacy achievement.

According to Dr Van Staden, the results point to the statistical significance of engaged reading

and cultivating motivation for reading among learners from an early age, specifically through parental involvement in introducing early literacy activities as foundation of reading literacy by schoolgoing age. Other results provide evidence for the importance of the value of reading across the curriculum which is not confined to formal reading lessons only.

Dr Van Staden notes, "The teaching of reading comprehension skills and strategies is identified as a significant predictor of reading literacy achievement, instruction of which should form an integral part of teaching reading in the classroom."

The results of the data indicate that these reading skills and strategies should be introduced in Grade 1 for learners to achieve improved reading skills and, ultimately, higher reading achievement scores in studies, such as prePIRLS 2011. The data also provides evidence that even when skills and strategies are entrenched as part of the national curriculum, these still do not receive emphasis. In this regard, schools play a pivotal role in ensuring the implementation of the curriculum to ensure that learners have the best chance at sustained success and mastery.



Dr Surette van Staden from the Department of Science, Mathematics and Technology Education

She adds that, together, parents and schools have the responsibility of laying the foundations for reading in the first year of schooling. "When both these interventions are in place, ie schools starting early with all seven Grade 1 reading skills and strategies, and parents conducting early home literacy activities with their child, then the learner will have a better chance at mastering reading skills that are pivotal for later learning."

Research on challenges in SA's rural education published

An article about research partnerships in the South African rural education community, co-authored by four staff members of UP's Faculty of Education, will appear in the January 2015 edition of the acclaimed international journal *Teaching and Teacher Education*.

The article, entitled "Taking note of obstacles research partners negotiate in long-term Higher Education community engagement partnerships" was co-written by Prof Liesel Ebersöhn, Dr Tilda Loots, Prof Irma Eloff and Prof Ronél Ferreira. It describes the challenges that teachers negotiated in a rural school to remain partners in a long-term research project.

The researchers used the generative theory of rurality to theoretically locate the challenges of six years Participatory Reflection and Action (PRA) research with South African teachers in a rural school.

It appeared from the thematic analysis that the teacher-participants faced many challenges that hindered their involvement in the research project. The two major challenges relate to contextual barriers and work-life demands. The contextual barriers include poverty and a lack of broad community involvement. Work-life demands that were obstacles for prolonged engagement include the long distances between spaces of work

and home job-related responsibilities and time constraints, as well as partner expectations and attrition.

The study concluded that, although poverty was identified as a challenge to higher education-community engagement partnerships, it could also act as a motivating factor to involve potential partners in community engagement initiatives. It seemed pertinent from this study that resources ought to be clarified. In addition, collaboration and relationships should be leveraged to make synergy, common goals and mutually beneficial outcomes possible.

It would appear that, especially in an unequal and rural society, barriers may be expected in a long-term partnership between teachers and university researchers. However, it also appears that such barriers do not necessarily doom a partnership to collapse. The study found that teachers' agency for continued commitment superseded their daily frustrations of especially limited time, expectations for monetary gain and feeling unsupported by school-community members.

Insights given in this article may contribute to knowledge about partnerships with marginalised-school partners. Knowing which obstacles teacher-partners had to overcome to continue in a project, may also inform the conceptualisation and implementation of enduring partnerships.



Research was conducted in rural schools



Dr Mofolo Mbokane contributes to Education

Dr Batseba Mofolo-Mbokane, a lecturer in the Department of Science, Mathematics and Technology Education, was appointed as a member of the Assessment Standards Committee of UMALUSI Council for Quality Assurance in General and Further Education and Training from 2014 to 2018. Dr Mofolo-Mbokane also took part in the Colloquium on Professional Learning Communities (PLCs) organised by the Department of Basic Education (DBE) held in Pretoria in September 2014.

She presented a workshop on Probability: Tree Diagrammes and the concept of "OR" and "AND" to FET Mathematics school teachers and FET Mathematics college lecturers at the Amesa conference themed "Engaging professional teachers: Investigating key mathematics content", which was held at Bokgoni Technical High School, Atteridgeville in August, a conference for which she also served on the organising committee.

Earlier this year, Dr Mofolo-Mbokane presented as a panelist at the Association for Mathematics Education of South Africa Congress held in Kimberley, where the topic: "Is Mathematics Pre-service teacher education delivering?" was discussed. She also presented an abstract (co-presented with Dr JN Mwambakana) as part of a book chapter at the University of KwaZulu-Natal for the 8th Annual Teaching and Learning in Higher Education Conference held in September 2014.



Dr Batseba Mofolo-Mbokane

Innovative technological intervention in the spotlight

"A burning question in today's education system is how to enhance the quality of Grades 10 to 12 mathematics teaching and learning" says Prof Gerrit Stols of the Department of Science, Mathematics and Technology Education, where a team of researchers are working on possible information, communication and technology (ICT) solutions, such as the development of a mathematics information delivery hub, e-books, and apps to address that very problem.

Mathematics education is one of the national priorities in South Africa. According to the recently released results of the TIMSS 2011 study – a study providing an overview of the quality of mathematics education at Grade 8 level South Africa has continued to demonstrate very low performances, and the national scores were yet again among the lowest in the world.

The results of the Annual National Assessment (2013) also paint a discouraging picture of the state of schooling in the predominantly black former disadvantaged schools in townships. Prof Stols explains that one of the main problems of the education system is some teachers' own lack of mathematical content knowledge. Meanwhile, the growth rate for cellphone (mobile

phone) usage in Africa is the highest in the world. A study conducted by UNICEF in 2012 found that South Africans have the highest user rate of mobile technology on the African continent. Mobile technologies therefore increasingly open new opportunities and avenues for teachers' support. Prof Stols's research aims to explore different ways in which mobile devices can be used on a daily basis to support Grades 10 to 12 mathematics teachers and learners.

Prof Stols says, "A way to support both teachers and learners in and outside the classroom is to make good quality material available on their mobile devices. The latest technology makes it possible to embed video clips, assessment, interactive applets and hyperlinks into the text. This material could then be used on tablets and mobile phones. Good quality interactive apps and e-books will enhance understanding and visualisation because students can discover, manipulate and drag the interactive sketches directly in their mobile devices."

An NRF-funded project, with the main objective of developing a mathematics information delivery hub (MIDHub) that filters and organises available online material and makes it available to



Prof Gerrit Stols from the Department of Science, Mathematics and Technology Education

teachers on an information delivery hub through mobile devices, involves researchers from various disciplines and four institutions of higher education, namely the University of Pretoria, the University of the Free State, the Nelson Mandela Metropolitan University and the Walter Sisulu University.

Lecturer in Science Education honoured by *Mail & Guardian*

Ms Kgadi Mathabathe from the Department of Science, Mathematics and Technology Education was named one of the *Mail & Guardian's* Top 200 Young South Africans, in the category of Education.

After Ms Mathabathe had completed Grade 12 in an under-resourced high school in Hammanskraal, a rural area north of Pretoria, she had to attend college for an additional year to improve her marks in mathematics and science. Her experiences as a science learner taught her that if students from disadvantaged backgrounds could access quality primary and secondary education, it would be easier for them to access tertiary education.

She knew then that she wanted to become a science teacher who could make an abstract learning area accessible to learners, but never in her wildest dreams did she imagine that she would be afforded the opportunity to train pre- and in-service teachers so early on in her career. This is what she does in her role as a lecturer in Science Education at the University of Pretoria. Ms Mathabathe, who is just 32, also publishes articles on how to improve science education in South Africa and she supervises postgraduate research in education.

The third-year undergraduate practical course in Organic Chemistry had been purely recipe-based until 2012. With a view to the 2013 student intake, Ms Mathabathe was invited by the lecturers of

the course to give educational input towards creating an entirely new practical course, based on an inquiry approach. Her PhD project was thus framed as part of a bigger project for revamping third-year Organic Chemistry laboratory training (experiments). The inquiry-based industrial project is set in a simulated industrial context appropriate to the expectations of new graduates. The introduction of a metacognitive approach by way of reflective learning strategy questionnaires (her research focus area) is aimed at encouraging students to practise their metacognitive abilities of monitoring and regulation while conducting experiments in the laboratory. The project not only equips students with technical skills, but also focuses on areas such as the development of metacognition and the establishment of a professional identity.

Through her research she hopes to highlight the role that senior undergraduate chemistry laboratory training can play in the development of metacognitive abilities necessary for self-regulated learning.

Last year she won a Canon Collins Ros Moger/Terry Furlong Scholarship to do a doctorate in science education.



Ms Kgadi Mathabathe from the Department of Science, Mathematics and Technology Education

She is focusing on metacognitive activity among science students with the aim of informing the teaching and learning of chemistry in South Africa. She is regularly invited by organisations, such as the Rural Education Access Programme, to motivate young people, and with financial independence has come the added opportunity to give financial assistance to other young people with their studies.

"My life bears testimony to the fact that one does not have to come from a privileged background to succeed in life, but that through education anyone, irrespective of colour or background, can succeed in life," said Ms Mathabathe.

Research Indaba 2014 outstanding

The Research Indaba that took place at the Faculty of Education was once again an outstanding and very successful event.

Prof George Euvrard from Rhodes University set the tone for the Indaba with his very invigorating presentation, "Yours truly", where he challenged postgraduate students to be innovative and courageous in their research endeavors. Two presentations with interesting topics followed from Wits University where Ms Glynnis Vergotine presented "Oral hygiene knowledge and curriculum issues at training institutions in SA". Mr Navan Govender

engaged the audience with his presentation on "Negotiating the gendered representations of sexualities through critical literacy".

The Faculty of Education is very proud of the postgraduate students who presented at the Research Indaba with the theme "Research Matters!". The presentations and abstracts were of outstanding quality.

After rigorous and multiple assessments by different reviewers and judges in different departments of the Faculty of Education, the following award winners were presented:

Best MEd abstract (Research in Progress)	Leana Pretorius ('Informing a methodological framework for observation drawing: Empowering middle childhood visual arts learners with visual literacy skills')
Best MEd abstract/article (Completed research)	Tiane Koekemoer ('Die vasstelling van wetenskaplik-begronde maatstawwe vir die waardebeeping van Afrikaanse Grondslagfase-leesreekse')
Best PhD abstract (Novice research)	Kelechi Ifekoya ('Developing a multifaceted theoretical framework that informs HIV/Aids knowledge base on factors contributing to high prevalence rates')
Best PhD abstract (Research in progress)	Priestly Malambo ('Exploring University of Zambia's mathematics student teachers' content knowledge of secondary school functions and trigonometry')
Best PhD abstract/article (Completed research)	Ms Hildah Mokgolodi ('Harnessing experiential knowledge and skills of retired educators to inform career skills of retired educators to inform career development programmes in Botswana')
Best Presentation	Elizma Louw ('Investigation into mathematics instruction for learners with learning difficulties: a case study')
Most methodologically innovative study	Dr Maitumeleng Ntho-Ntho ('School principals mediating change: the case of religion in education')

Two additional book vouchers were generously sponsored by Bookmark for exceptional PhD completed studies (articles)

- Dr Sonja Coetzee ('To whom does research matter?')
- Dr Hellen Mkhwanazi ('Teachers' use of Formative Assessment for the teaching of reading comprehension in Grade 3')

The annual Research Indaba of the Faculty of Education has become an important platform for emerging education researchers to present their work. Many previous award-winners have gone on to become leaders in their field.



Prof Jan Nieuwenhuis, Acting Head of the Department of Humanities Education and Chair of the Research Committee of the Faculty of Education



Prof George Euvrard, keynote speaker from Rhodes University



Ms Tiane Koekemoer at a break-away session



Researchers at a break-away session



Ms Leana Pretorius won the award for the Best MEd abstract (Research in Progress)



Ms Tiane Koekemoer won the award for the Best MEd abstract/article (Completed Research)



Ms Kelechi Ifekoya won the award for the Best PhD abstract (Novice Research)



Mr Priestly Malambo won the award for the Best PhD abstract (Research in progress)



Ms Hildah Mokgolodi won the award for the Best PhD abstract/article (Completed research)



Ms Elizma Louw won the award for the Best Presentation



Dr Maitumeleng Ntho-Ntho won the award for the Most methodologically innovative study



Dr Sonja Coetzee won the award for Exceptional PhD completed studies sponsored by Bookmark



Dr Hellen Mkhwanazi won an award for Exceptional PhD completed studies sponsored by Bookmark



Dr Michelle Finestone, organiser of the event with Mr Gerald Makhubele from Bookmark

Four new books launched

Four new books from the pens of staff members of the Faculty of Education were launched at the Postgraduate Research Commons of the Groenkloof Campus on Monday 29 September 2014.

The four books launched are entitled 'Home Affairs: Rethinking Lesbian, Gay, Bisexual and Transgender Families in Contemporary South Africa' by Prof Carien Lubbe-De Beer; 'Whole Brain® Learning in Higher Education Evidence-based practice' by Dr Pieter du Toit; 'Afrikaansmetodiek deur 'n nuwe bril' by Dr Alta Engelbrecht and Ms Linette van der Merwe; and 'Science and Technology in the Foundation Phase: Theoretical Considerations and Practical Ideas' by Dr Judy van Heerden.

Despite increasing visibility of same-sex relationships in South Africa, there remains a distinct lack of research and public discussion around same-sex family practices and related legislative and social issues. This new collection of essays, interviews and images in 'Home Affairs: Rethinking Lesbian, Gay, Bisexual and Transgender Families in Contemporary South Africa' by Prof Carien Lubbe-De Beer seeks to address this critical information gap by both capturing recent scholarship and documenting the challenges and experiences of same-sex partnered families. By bringing together work from diverse academic and professional disciplines – as well as visual materials from two recent exhibitions – this unique collection will play a crucial role in promoting further research into LGBTI families in South Africa.

Prof Carien Lubbe-De Beer is an associate professor in the Department of Educational Psychology. She is an NRF-rated researcher, and

her research interests focus on lesbian-parented families, specifically the experiences of parents and their children, as well as sand play therapy in vulnerable communities.

The book 'Afrikaansmetodiek deur 'n nuwe bril' by Dr Alta Engelbrecht and Ms Linette van der Merwe is a comprehensive book suitable for teaching Afrikaans through all the phases. It is aimed at Education students, but is also a practical guide to help in-service teachers in the classroom. The book contains many exercises, example lessons, applications and opportunities to explore and rethink the subject matter.

Dr Alta Engelbrecht is a senior lecturer in the Department of Humanities Education. Her main research interest lies in the influence of ideology on representation of identities in textbooks. Her current research evaluates the role of the textbook and teacher's guide in the development and materialisation of the national curricula of the past three decades, with the core aspects of good teaching and learning practice being the theoretical lens.

Ms Linette van der Merwe also lectures in the Department of Humanities Education, mainly focusing on Afrikaans as subject. She is also a freelance journalist and writer involved in numerous Afrikaans publications and events.

'Whole Brain® Learning in Higher Education' by Dr Pieter du Toit suggests a transformation in order to develop academic potential following the principles of action research. Empirical data was collected from participants in a number of projects across diverse disciplines. Participants included students, academic staff, instructional designers, and professionals attending short

courses at tertiary level. A number of case studies are discussed as evidence for the value of the proposed model for higher education.

Dr Pieter du Toit is a senior lecturer in the Department of Humanities Education, as well as programme coordinator of the Postgraduate Certificate in Higher Education (PGCHE). For more than twenty years he has been involved in academic staff development. His interests are action research, learning styles (specifically whole brain learning), professional development and education innovation across faculties.

The book 'Science and Technology in the Foundation Phase (Grade R – 3)' by Dr Judy van Heerden is aimed at prospective and current Foundation Phase teachers who need to come to grips with the presentation of science and technology activities. The book first explores theoretical assumptions underlying this subject. The theoretical part is complemented by numerous practical ideas for presenting interesting activities to learners from Grade R to 3. Useful illustrations contribute to making this a hands-on and user friendly book, and its interactive nature will spark readers' as well as learners' creativity.

Dr Judy van Heerden is a lecturer and programme coordinator in the Department of Early Childhood Education. She is involved with early childhood and foundation phase modules in the undergraduate and postgraduate programmes. Her research interests include quality assurance frameworks, art, science and technology in the foundation phase, multiple intelligences and learning approaches in early childhood education.



Dr Pieter du Toit with Prof Theo Bothma and Prof Ann de Boer



Dr Judy van Heerden



Ms Rina and Dr Pieter du Toit



Prof Irma Eloff with Ms Linette van der Merwe and her husband Mr Chris Mostert



Dr Judy van Heerden and Ms Sonja Delpont



Dr Monde Kazeni and Dr Estelle Gaigher



Prof Chika Sehoole and Dr Samuel Adeyemo



Prof Irma Eloff welcomes the guests and introduces the authors



Prof Irma Eloff enjoys a moment with Dr Alta Engelbrecht and her son Herman Engelbrecht and Mr Ben Vos



Dr Pieter du Toit



Dr Alta Engelbrecht



Dr Carien Lubbe-de Beer

Ten years of story writing celebrated

The first year students who does the module Early Literacy, offered as one of the modules in the Early Childhood and Foundation Phase programme, has to annually write and illustrate their own story picture books as part of an assignment. When the book is completed, they have to read the book to children in pre-schools as a practical component and in so doing integrate early literacy theory and practice.

After completion of the assignment they enter their story books into the annual story book competition which is sponsored by Macmillan Publishers

through the mediation of Ms Magda Scheepers who has been involved since the first competition.

The winners of this year's competition were: Anke Paul with 'Kom pak jou skooltas'; Marissa du Plessis with 'Skillie se nuwe maatjie'; Michelle de Wet with 'Jan se opwindende plaasvakansie'; Ashley Keene with 'Never judge a book by its cover'; Tamlin Honiball with 'The hungry badger'; Chelsea den Heyer with 'The human fish story'; Megan Hofmeyer with 'A turtle adventure' and Simone van der Ryst with 'Franke the frog finds a home'.



The winners with Ms Magda Scheepers and Dr Ina Joubert

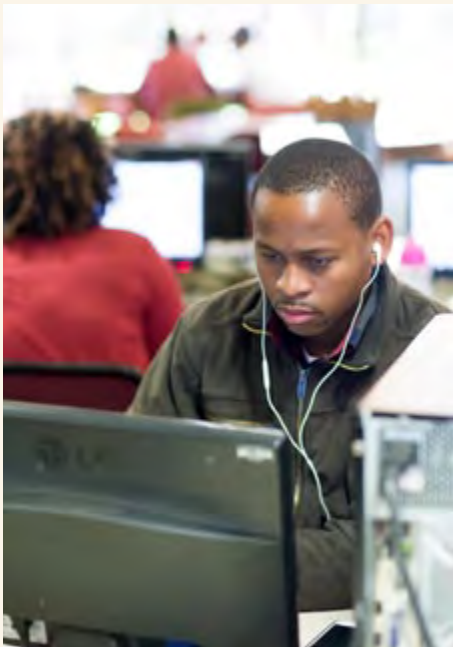


Ms Magda Scheepers who judged the story writing competition



Ashley Keene who wrote 'Never judge a book by its cover' with her mother who did the illustrations in the book





Music and art at Faculty festival



Prof Jan Nieuwenhuis discuss the importance of art and culture within the Faculty of Education with Prof Themba Mosia, Vice Principal: Student Affairs



Prof Themba Mosia with Prof Irma Eloff and her husband, Mr Daan Eloff



Ms Linette van der Merwe and Prof Johannes Slabbert



Ms Mpumi Mafafo with Ms Zama Khumalo and Ms Delene Human, the organisers of the event



Ms Heather Erasmus and Dr Laurel Becker

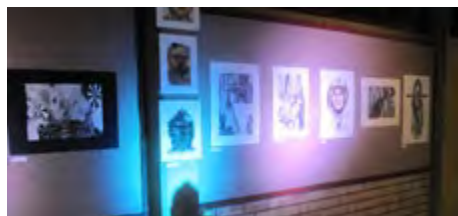
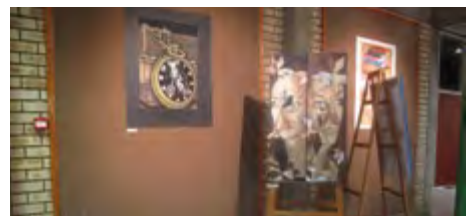
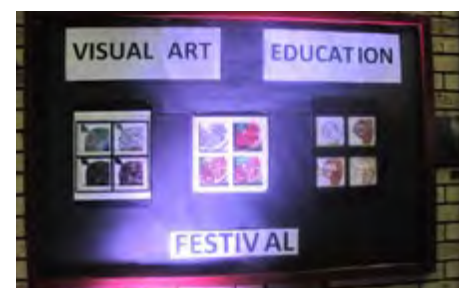


A splendid occasion

The Department of Humanities Education annually give the art and music students the opportunity to exhibit their work and to show their skills.

This year's event was different in the sense that students from other academic departments were also included during the Arts and Culture week in October. Some music students performed lovely items while the art students exhibited sculptures and paintings. The programme also included aerobics dances and presentations from the languages students. The programme was officially opened on 21 October 2014 by Prof Themba Mosia, Vice Principal: Student Affairs.

Parents, students and staff enjoyed the evening which was followed by more performances and music and the exhibitions to be viewed the following day. All the participants received a certificate.



Dean presents awards to staff

On Wednesday, 22 October 2014, Prof Irma Eloff, Dean of the Faculty of Education made awards to 24 staff members who in the past year made a difference in a certain area. The function was held in the Dean's Boardroom.

Lifetime Achievement Award

Prof Max Braun (only the 2nd person to receive a Deans Award twice)
Deputy Dean

International scholarship

Prof Rika Joubert
Department of Education Management and Policy Studies

Outstanding Scholarship in Teacher Education

Prof Rinelle Evans
Department of Humanities Education

Outstanding Scholarship in Commitment studies

Prof Salome Human-Vogel
Department of Educational Psychology

Intellectual Leadership in Transformative Education

Prof Everard Weber
Department of Education Management and Policy Studies

Excellence in Early Childhood Education

Dr Nkidi Phatudi
Department of Early Childhood Education

Life-long Excellence in Information & Library Services

Ms Clarisse Venter
Education Library

Excellence in Student Support

Ms Esther Schilling
Client Services

Academic Ambassador Award

Dr Judy van Heerden
Department of Early Childhood Education

Diligence in Academic Administration

Ms Elisa Sambane
Distance Education Student Administration

Dedication in Academic Administration

Ms Mpopi Sithole
Distance Education Administration

Excellence in Distance education

Ms Lorinda Theart
Distance Education Administration

Dedication in human resource management

Ms Aneesa Osman-Jazbhay
Human Resources

Excellence in Academic Administration

Ms Bronwynne Swarts
Academic Administration

Excellence in Office Administration

Ms Sophia le Roux
Department of Science, Mathematics and Technology Education

Keeper of the Flame Award

Ms Emsie Piek
Distance Education Student Administration

Emerging Young Researcher: Social Sciences in Education

Ms Wendy Carvalho-Malekane
Department of Humanities Education

Emerging Young Researcher: Natural Sciences Education

Ms Kgadi Mathabathe
Department of Science, Mathematics and Technology Education



Excellence in Laboratory Management

Ms Elna Smith
Department of Science, Mathematics and Technology Education

Dedication in Office Administration

Ms Marina Malan
Department of Educational Psychology

Young Contrarian Award

Ms Linda Bosman
Department of Early Childhood Education

Multi-talent Award

Ms Lerato Mokhadi
Unit for Distance Education

Go-getter Award

Ms Marna Meyer
Distance Education Student Administration

Newcomer Award

Ms Mpumi Mafafo
Department of Humanities Education



The winner of this year's Dean's Awards. Front from left: Dr Nkidi Phatudi; Ms Esther Schilling; Ms Marina Malan; Prof Irma Eloff, Dean; Ms Kgadi Mathabathe and Prof Rika Joubert

Back from left: Ms Lorinda Theart; Ms Clarisse Venter; Ms Elisa Sambane; Ms Bronwynne Swarts; Dr Judy van Heerden; Ms Lerato Mokhadi; Ms Emsie Piek; Ms Marna Meyer; Prof Salomé Human-Vogel; Ms Sophia le Roux; Ms Mpumi Mafafo; Ms Wendy Carvalho-Malekane; Ms Linda Bosman; Ms Elna Smith and Prof Rinelle Evans

Casual Day at Distance Education



Ms Laurrine Mgiba and Ms Elisa Sambane



Ms Annatjie de Bruyn and Ms Popi Sithole



Staff from the Unit for Distance Education: Administration



Ms Helen Molapo and Ms Letta Sekae



Ms Rita Venter and Ms Marna Meyer



Ms Annatjie de Bruyn; Ms Emsie Piek and Ms Lindie Larney

Secretaries lunch at Illyria House



Ms Elna Smith, Ms Marina Malan and Ms Sophia le Roux at the gate of Illyria House

*The ladies who celebrated Secretaries Day were front from left:
Ms Sophia le Roux; Ms Mamello Matima; Ms Zama Khumalo; Ms Mildred Mokone; Ms Rose Tibane and Ms Buhle Oliphant
Back: Ms Elna Smith; Ms Annemarie Siff; Ms Marina Malan; Ms Taslim Ahmed;
Ms Desiree Volshenk; Ms Yvonne Munro; Ms Rosalie Loots; Ms Liza van Baalen; Ms Sibongile Sibanyoni and Ms Lerato Mokhadi*



Public lecture on Education in Finland and South Africa

Prof Jukka Alava, former director and emeritus professor in the Institute of Educational Leadership at the University of Jyväskylä, delivered a public lecture on the Finnish education system at Groenkloof Campus in October 2014. During the lecture, he also made recommendations on improving South Africa's education system.

The lecture, themed, "Education in Finland: Working in a paradise or a wasteland?", aimed to give an overview of the development of Finland mainly after World War II, starting from a very challenging position of a ruined country and becoming a prosperous nation of today. As a result of the development and several factors attached to it, education rose to be one of the key factors of success in Finland.

Prof Alava traced back the some 60 years after WW II, pointing out that many factors regarding the country's evolution has to do with education. "Firstly, factories were built to take care of the war compensation, and factory workers were recruited and trained; thus taking the first steps of vocational education. After the 'baby boom' more schools were needed and, of course, more teachers and teacher education. Then, in accordance with the society and professions developing, a more diversified field of vocational training had to be created. In the 1960s and

1970s, several new universities were founded and in the 1990s the polytechnics," he explained.

As a result of the abovementioned, education as such is highly valued in Finland, the profession of the teacher is highly appreciated and an ethos of trust and equality rose to dominant features in the society. Only 10-15% of the applicants to teacher education programmes are admitted.

The lecture pointed out other important factors behind the country's educational success, such as training and quality of teachers, the role of teacher-training schools as part of teacher preparation programmes, the overall interest in the position of teacher, continuity in education policy, early-childhood and preschool practices, and support for students with special needs.

Prof Alava concluded the lecture by encouraging any country or region, including South Africa, to follow on nation building and to enhance education.

To this end, he made several recommendations for tasks to be taken in South Africa to enhance education. He recommended that education be prioritised on a national policy level, and suggested wide participation in national and municipal curriculum development, including unions and

stakeholders. Positive media visibility is another key point in enhancing the education system, while the level of teacher training by developing teacher education faculties and departments must also receive attention. The work conditions and salaries of teachers should motivate rather than discourage teachers, and the competencies of school leaders and administrators should be increased. Finally, school infrastructure must also be developed.

The active collaboration between Prof Alava and UP started in 2008 and 2009. His visit to South Africa in October 2014 included several activities: focused lectures, a public lecture, student advising, planning for further international initiatives and a workshop. The workshop included topics such as educational leadership theories, innovative leadership practices and curriculum orienting to future and continuous professional development. It was attended by colleagues from the University of Johannesburg and North-West University.

UP's Faculty of Education plans to continue its collaboration with Prof Alava in the form of professor/lecturer and students exchanges, study visits, collaborative research projects and articles, collaborative outreach, developmental projects and workshops.



Dean of Education elected as Vice-Chair of SA Akademie vir Wetenskap en Kuns

Prof Irma Eloff was elected as the Vice-Chairperson of the *Suid-Afrikaanse Akademie vir Wetenskap en Kuns* at the recent meeting of the Council of the Akademie.

The *Suid-Afrikaanse Akademie vir Wetenskap en Kuns* is a multidisciplinary organisation that promotes science, technology and the arts, as well as the use and quality of Afrikaans. The Akademie was established in 1909 – originally to develop the language of the Netherlands (including Afrikaans) in literature, art, history and archaeology. Today it is an organisation with strong international footprints and it attracts members from business, banking, law, engineering, auditors, clinicians, medical specialists, natural sciences, linguistics, education and the arts. Membership is by invitation.

The *Suid-Afrikaanse Akademie vir Wetenskap en Kuns* is well known for awarding the renowned annual Herzog Prize, the Stals Prize and the NP van Wyk Louw medal, along with several other scientific awards. Several subject dictionaries and terminology lists have been developed and published by members of the Akademie.

"I look forward to working with Prof Pienaar and the rest of the Council members to promote the development of the sciences and the arts in South Africa. I am especially excited about the digital development of Afrikaans and building broad international platforms to support Afrikaans", says Prof Eloff. "Hopefully, we will see similar initiatives for the development of other indigenous languages in South Africa soon".



Prof Irma Eloff, Dean of the Faculty of Education

Prof Wessel Pienaar, from the Department of Logistics at Stellenbosch, was elected as Chairperson.

Staff have their "hands in the dough"

Four staff members of the Faculty of Education - Dr Estelle Gaigher, Dr Monde Kazeni, Ms Corene Coetzee from the Department of Science, Mathematics and Technology Education and Ms Linda Bosman from the Department of Early Childhood Education are involved as trainers in the French *La main à la pâte* (LAMAP) Inquiry-Based Science Education (IBSE) project. *La main à la pâte* means "hands in the dough" and is a hands-on, minds-on approach towards teaching and learning science.

The Academy of Science of South Africa (ASSAf), in partnership with the French Academy of Sciences, and with the support of the Gauteng Department of Education launched this project in 2013 with the intention of addressing the quality of science education in the South African context, starting on small scale with Grade 4 teachers from 10 schools in Pretoria. The project will be expanded to include Grade 5 and 6 teachers in 2015.

The LAMAP IBSE programme aims at developing language, scientific and critical thinking skills in an integrated way within the context of science. The programme furthermore aims to develop children's curiosity, with a strong emphasis on reasoning and explaining, both orally and in writing. Equipping children with such skills at an early age present many benefits, not only

because they could potentially have greater access to scientific careers, but also because they may be better equipped to participate fully and critically as citizens in a democratic country.

The training of Grade 4 teachers takes place on Saturdays. Teachers are trained in a practical way based on content taken from the CAPS. Trainers do follow-up visits at schools and provide guidance and support to teachers in the implementation of this approach in their classrooms. The UP trainers are also involved in researching the impact of this programme on the South African Intermediate Phase context.

The French LAMAP trainers, Albine Courdent and Anne Goubet, visited South Africa in October to visit schools involved in the project and to meet with UP trainers and GDE subject advisors for further training and discussions on the way forward. To present the project in South Africa, and to award certificates to both trainers and teachers, the French Embassy and the Academy of the Sciences of South Africa (ASSAf) organised an event at the Residency of the French Ambassador bringing together the stakeholders of the project (ASSAf, UP, GDE) and representatives from the Department of Basic Education, and the Department of Science and Technology.

Alumni meets in Melbourne

In July, Prof Irma Eloff, Dean of the Faculty of Education hosted on behalf of the University an Alumni function in Melbourne, Australia. Present at the function with Prof Eloff were Mr Robert Chambers, Senior Design Engineer at McConnell Dowell; Mr Renier de Klerk, General Manager of AccessTel; Ms Michelle de Klerk and Mr Ryan Hansen, Partner at Deloitte.



Language training programme for international students

For the past three years the Faculty of Education has been home-from-home to various groups of international students enrolled for an Australian government-sponsored English language training programme. These students hail from Francophone and Lusophone countries in Africa and represent fields such as international diplomacy and public service, agronomy, IT systems management, health care, law and human rights.

This year 15 talented professionals from Burundi, Cape Verde, Ethiopia, Liberia, Mozambique, and Sierra Leone spent nine months preparing themselves in English for Academic Purposes in order to fulfil their ambition of undertaking postgraduate studies at an Australian university. They spent more than 40 hours per week in the classroom improving their communicative skills in preparation for the International English Language Testing System exam. They were addressed by

various guest speakers and also participated in several academic and social excursions which provided them with opportunities for interesting cultural exchange.

The Australia Awards programme is an initiative of the University of Queensland International Development, University of Queensland and University of Pretoria.



Prof Rinelle Evans; Ms Yolandi Woest and Ms Danica Odendaal with the group international students



Prof Rinelle Evans discussing a project with two students

Three ECE lecturers in Greece

During September 2014, three lecturers from the Department of Early Childhood Education (ECE) attended the most significant international conference on early childhood education in Europe. The 24th European Early Childhood Education Research Association (EECERA) was held this year in Crete, Greece, and almost 800 delegates from 43 countries attended. There were four representatives from South Africa, and three of them were from the University of Pretoria.

At the conference, Dr Judy van Heerden from ECE presented a paper entitled 'Understanding teachers' experiences of quality in early learning centres – a South African perspective'. Dr Miemsie Steyn from ECE and Prof Teresa Harris from the James Madison University in Virginia, USA, informed the audience about their research on 'Images of South African Early Childhood Experiences'. Ms Linda Bosman also attended the conference. All three UP representatives agree that the experience was very enriching – both academically and aesthetically.



Dr Miemsie Steyn, Ms Linda Bosman and Dr Judy van Heerden at the Conference Centre in Crete, Greece.

Faculty Advisory Committee



The members of the Advisory Committee of the Faculty of Education for 2014 is:

*Back : Prof Hennie Stander; Ms Jenny Glennie; Mr Saul Magengenene; Ms Marie Schoeman; Dr Michelle Finestone; Ms Karen du Toit and Mr Alan Clarke
Front : Mr Brian Williams; Prof Max Braun; Prof Irma Eloff (Dean); Ms Penny McNair and Dr Whitty Green*

World Teachers' Day celebrated

The Faculty of Education celebrated the 20th anniversary of World Teachers' Day which is officially held on 5 October annually since 1994 and commemorates teachers' organisations world-wide. Its aim is to mobilise support for teachers and to ensure that the needs of future generations will continue to be met by teachers.

About 700 final year Education students attended the Faculty's World Teachers' Day celebration with a performance by the Pretoria Boys High School's pipe band, and a speech by well-known motivational speaker and creativity guru Kobus Neethling, who has written more than 80 books and 9 TV series.

Discussing creativity, Kobus Neethling noted that creativity can be experienced on a number of levels. The process to eventually get to the final idea is like a kind of wisdom and a higher form of knowledge. 'The more you allow yourself to trust it and take over, the more it comes out', he said.



Dr LD Beukes, Head of Teaching Practice at the Faculty of Education



Mr Kobus Neethling addressed the final year students on creativity



The Faculty of Education has 700 final year students in 2014



Dixie Band from the Pretoria High School for Boys entertained the final year students

Master's student steers in the Sasol Solar Challenge

Darren Neethling, an MEd student in UP's Faculty of Education, was behind the steering wheel in the biannual Sasol Solar Challenge that took place over eight days until 4 October 2014. As IT and Graphic Design teacher and Mobile Learning Coordinator for Maragon Private School Olympus in Pretoria, Darren helped the Solar Eagles – the only high-school team participating – to end sixth out of 10 contenders.

The Sasol Solar Challenge is an endurance race that pushes the boundaries of solar technology. The technology used during the challenge could one day be incorporated into solar-powered vehicles that will be our everyday transport. The team that won the race overall was the Nuon solar team from the Netherlands, with a vehicle worth about €20 million.

This year's challenge started on 27 September in Pretoria and drew to a close 8 days later in Cape Town, taking teams on a route of 2 000 km through Kroonstad, Bloemfontein, Colesberg, Graaff-Reinet, Port Elizabeth, Knysna and Swellendam along the way, covering approximately 260 km a day. Participating teams came from Turkey, Northern Cyprus, the Netherlands, Potchefstroom, Pretoria, Cape Town, Johannesburg and KwaZulu-Natal.

Maragon Private School Olympus was a unique team, as the members (the students) joined the programme with no engineering or business

background. The result of a project started by the school in November 2013, the Solar Eagles, gave Maragon students the opportunity to gain valuable hands-on engineering and business experience, while raising community awareness of clean energy vehicles and aligning education with science and technology.

The team used the North-West University's 2012 solar car to which they have made adjustments to be able to take part and be competitive in this year's challenge. With this car, the team palmed in five awards, including the best rookie award, the longest distance covered by a school in one day, the longest distance covered by a school overall, the environmental award and the winners of the high-school category.

According to Darren, it all came down to race strategy and preparation, as well as luck of the draw weather-wise. "Our electric vehicles didn't quite like the rain for obvious reasons," he noted.

He added that it was a privilege to drive for the Maragon Solar Eagles. "What made it even more worthwhile was seeing their faces at the awards ceremony. Our project was student-driven with only two engineers as mentors for them. They worked hard and reaped the rewards. I am extremely proud of them."



At the event with Ms Naledi Pandor, Minister of Science and Technology was Darren Neethling (right) who was behind the steering wheel of the solar car and a friend



Many Students participated in the solar students car challenge

Student builds wheelchair for boy with disability

Recently a little boy, Meyer Beukes was born with the Spina Bifida. A Foundation was established called 'The Meyer Beukes Warriors on Wheels Foundation', which provides mini-wheelchairs to children with the same or similar disabilities.

An Early Childhood Education student, Megan Hofmeyer, a second year BEd student realised that as future teachers, they need to be exposed to children from all backgrounds, and saw this as a great opportunity and she built four mini wheel chairs.

These wheelchairs are used to make the children more mobile, to give them more freedom and to make the parents' lives easier. 'This experience showed me and fellow Tuks Creative students, that just a little effort and a lot of support can change a child's and parent's lives forever. I will use this new knowledge as I grow as a teacher and for many years after that. We delivered the four wheelchairs to Kalafong Hospital where we met the medical staff, the children and their mothers. This was a life-changing experience' said Megan. Kyknet values this project and conducted an interview at Megan's house.



Ms Megan Hofmeyer who built a wheelchair for a boy with disabilities

Spring 2014 graduation with a flair

Eight PhD degrees were conferred at the Faculty of Education's September 2014 graduation ceremony, as well as 17 Master's Degrees in Education. A further 353 honours degrees and 18 BEd degrees were conferred, while two students received their Postgraduate Certificate in Education and 128 received the Advanced Certificate in Education.

Dr Cilla Dowse, an academic support coordinator in the Faculty of Education's Centre for Evaluation and Assessment, completed her PhD thesis in Assessment and Quality Assurance in Education and Training under supervision of Prof SJ Howie, with the title 'Learning to write by writing to learn: a postgraduate intervention for the development of academic research writing'.

Dr Anna Elizabetha Magdalena Johanna Boshoff

received her PhD degree in Curriculum and Instructional Design and Development under supervision of Dr Pieter du Toit with a thesis entitled 'Professional development of academic staff in private higher education'. Dr Khetsiwe Faith Eunice Mthetwa-Kunene received a PhD in the same subject field with a thesis on 'Exploring science teachers' pedagogical content knowledge in the teaching of genetics in Swaziland', under supervision of Prof Gilbert Onwu.

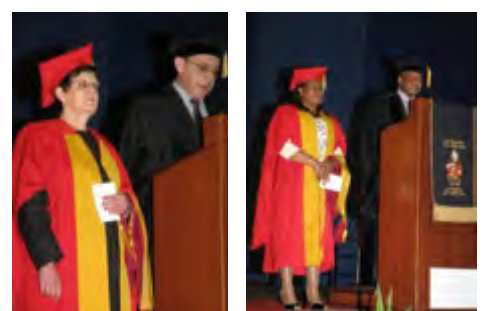
Three candidates received their PhD degrees in the field of Education Management, Law and Policy. Dr Leonard Peter Bremner completed his thesis under supervision of Prof Rika Joubert with the title 'A legal interpretation of the duty of care of teachers regarding learner truancy'. Dr Florence Lesedi Magano's thesis entailed 'A review of strategies to address the shortage of

Science and Mathematics educators in Grades 10-12' with Prof Jan Nieuwenhuis as supervisor, while Dr Afrael Mark Sarakikya completed the thesis 'The impact corporatisation on access and equity at the University of Dar es Salaam' under supervision of Prof Venitha Pillay.

Prof Ronél Ferreira supervised the Educational Psychology thesis of Dr Chrissiona Mungubariki Mauki with the title 'Effect of marital dissolution on early adolescents' academic and psycho-social development'.

Dr Johanna Susanna Hendriena Untiedt completed her thesis in Computer-integrated Education under supervision of Prof Jan Knoetze with the title 'Health professional educators' needs regarding strategies in the implementation of a learning management system'.





Distance Education focuses on excellence



Toppresteerdere beloon

Ses studente wat in die Fakulteit Opvoedkunde tydens hul finale jaar van studie bo hul byna 700 mede-studente op die akademiese vlak uitgestaan het, is tydens 'n funksie wat deur die Dekaan, Prof Irma Eloff aangebied is, vereer. Die studente was almal in 2013 in hul finale jaar.

Vir hul toewyding en uitnemendheid het elke student 'n prysgeld asook 'n sertifikaat tydens 'n geleentheid waar hul familie ook in hul prestasie kon deel, ontvang.

Chrisna Botha het die toekenning as die beste student in BEd Senior Fase ontvang.

Vanessa Gertzen is beloon as die beste student in BEd Verdere Onderwys en Opleiding: Menslike Bewegingskunde en Sportbestuur.

Arzelle le Roux is aangewys as die beste student in BEd Verdere Onderwys en Opleiding: Ekonomiese en Bestuurswetenskappe

Annél Terreblanche het drie toekennings ontvang. Sy is beloon met die

Toekenning van die Visekanselier en Rektor. Die toekenning bestaan uit 'n silwer medalje asook 'n kontantprys en sertifikaat en word toegeken aan kandidate vir uitnemende voorgraadsse akademiese prestasie gedurende al die studiejare vir enige eerste baccalaureusgraad aan 'n fakulteit.

Annél is aangewys as die beste student in BEd Verdere Onderwys en Opleiding: Algemeen.

Dan is Annél Terreblanche ook aangewys as die beste student in Praktiese Onderwys.

Gabi Jacobs het die toekenning as beste student in BEd Vroeë Kinderontwikkelingsfase ontvang.

Naomi Charlton, wat ongelukkig nie die geleentheid kon bywoon nie, het die toekenning ontvang vir die beste student in BEd Verdere Onderwys en Opleiding: Natuurwetenskappe.

Caryn Damhuis is aangewys as beste student in die BEd Intermediêre Fase.



Prof Irma Eloff saam met ses van die sewe Toppresterder Finalejaarstudente van 2013.

Hulle is Arzelle le Roux; Chrisna Botha; Vanessa Gertzen; Caryn Damhuis; Annél Terreblanche en Gabi Jacobs



Colloquium held on good practice in culture-rich classrooms



A colloquium on good practice in culture-rich classrooms, facilitated by Prof Saloshna Vandeyar, professor in the Department of Humanities Education, and Dr Nyna Amin, was held in August 2014.

The main goal of this initiative was capacity building of a twofold nature, namely the writing of a scholarly book and the presentation of a scholarly paper (colloquium) to an academic audience. The scholarly book, entitled *Good practice in culture-rich classrooms: Research informed perspectives*, will be published by November 2014.

Over the period of a year, numerous capacity building workshops were held towards this scholarly endeavour and the colloquium was a culmination of these collective efforts.

The research papers presented at this scholarly initiative, which was funded by an Education Innovation SoTL grant, included themes such as the 'Theoretical underpinnings of researching successful teacher education practices' by Prof Saloshna Vandeyar and Dr Nyna Amin, 'the teacher as transformative intellectual: Post-conflict pedagogy as good practice in culture-rich classrooms' by Dr Ronel Swart and 'Counter-narratives: Confronting stereotyping in a post-conflict society' by Dr Alta Engelbrecht.

Further research paper themes cover the topics of 'The culture-rich mathematics class – Maximising learning opportunities' by Dr Sonja van Putten, Dr Hanlie Botha, Dr Batseba Mofolo-Mbokane, Prof Gerrit Stols and Dr Jeanine Mwambakana, while Dr Lizette de Jager presented a paper on 'Good practice in the

methodology of languages: Integrating e-learning in the language classroom.' Dr Estelle Gaigher's research paper was 'A scientific inquiry: A profile of good practice in culturally diverse classrooms' and Dr Thiru Vandeyar presented on the nuances of good practice in integrating ICT in teaching and learning.

'Classroom-based teacher resilience strategies in a secondary rural school', was discussed in Dr Sonja Coetzee's paper, while Dr Grietjie Haupt spoke about good practice in technology education. Dr Hanlie Dippenaar, previously from the Faculty, presented on authentic learning opportunities through community interventions and Dr Pieter du Toit ended the session with a paper on the multicultural tapestry of the professional development of academic staff in higher education.

Workshop on teacher resilience held



Prof Liesel Ebersöhn (right) with staff attending the workshop on teacher resilience in July

Early Childhood involved in reading, rugby and responsibility project

A project Reading, Rugby and Responsibility which involves a new concept of teaching reading by involving young children, their families and sportsmen/women to coach their sport (rugby) and teach reading using for example big books. Dr Ina Joubert., Dr Nkidi Phatudi, Ms Donna Hannaway from the Department of Early Childhood Education; Mr Morris Gilbert of TuksSport ; Mr Pote Human of TuksSport; Dr Jaco Joubert from the Department of Sport en Leisure as well as Ms Francinah Masola, a MEd student is involved in the project at Sunnyside Primary School.

The idea is to present the learners with role models who, whilst coaching them will teach values such as respect and responsibility and will teach them to read using appropriate reading materials. Parents and the community will be involved to enhance the effectiveness of the teaching process through capacity building activities. It is envisaged that the children will develop a love for reading, improve their reading skills, learn about rugby, develop motor skills and, at the same time, learn values that will benefit the community as a whole.

The background for the project is that UP-Tuks (the High Performance leg of TuksRugby), in 2013 identified the need for a viable community outreach programme as part of its social responsibility and in line with the UP's Strategic Plan 2025 ("Embedding community engagement and civic commitment in its academic mission"). The initial idea was to reach out to primary schools in the Pretoria CBD, attended almost in total by children from the former disadvantaged communities. To these children, rugby is not a first choice sport activity and this was seen as a fascinating challenge to expose them to not only rugby, but also to literacy and life skills for children in the Foundation Phase.

The project Reading, Rugby and Responsibility is regarded as a pilot project

in 2014 to evaluate the concept. The sport chosen to introduce the concept was therefore rugby. A school in the inner-city of Pretoria/Tshwane (as part of the CBD), the Sunnyside Primary School, was identified for the pilot study. Rugby players will introduce 'tag' rugby, a type of touch rugby for young players, to Grade 3 learners (approximately 150 learners; both boys and girls) during school hours. A period allocated to Life Skills, especially physical science as sub-category of Life Skills, was used. This period will be made available by the school as they do 'catch-up' academic activities in this period. The reason is that they lack capacity to teach physical science to the children. The rugby players will use Big Books and word cards to practice reading skills with the children. The language of the reading materials is English as it is the language of learning and teaching (LoLT) of the school. Although English is the LoLT it is not the home language of most of the learners which is one of the reasons why English reading should be enhanced.

The rugby players receive training by staff members in die Department of Early Childhood Education under the leadership of Dr Ina Joubert. The training involve the use of the technique of reading aloud, the use of questioning techniques and the expansion of the concept responsibility (including the concept of respect). In future this training will also be offered to parents through capacity building activities after school or on Saturdays. The parents of the children will be invited to be trained as rugby coaches. This will allow the parents to support their children in the playing of rugby and reading processes.

The success of the concept was assessed by monitoring the development of the children's attitude towards reading. The school will assist in assessing the learners and monitoring their development through a story book project where the children wrote about the project.



Dr Ina Joubert (middle, left) with the many staff members from TuksSport and students who participated in the project



Their experiences about the reading and learning and their understanding of responsibility



An overview of the way in which the students participated in helping the Grade 3 learners from Sunnyside Primary School with understanding sports and learning to read