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In-tuition

Newsletter of the Faculty of Education at the University of Pretoria



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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.

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Message from the Dean

Herewith I would like to welcome you to the 2021 academic year. Like the rest of the world, our country, the University and our Faculty experienced a long and challenging year that presented us with many challenges and required us to be responsive, adaptive and resilient.

By applying these skills, we were able to make it through the year. The COVID-19 pandemic that swept across the globe emphasised the critical need for higher education to craft and immediately implement a response to issues that had previously been thought of as future challenges. Across the world, learners from all walks of life had to come to terms with severe disruptions in their education as teaching shifted from contact teaching and learning to online teaching and learning in a matter of weeks. The application of the 21st-century skills, so often referred to, suddenly became critical in the present and resilience, complex problem solving, communication, tolerating uncertainty, adapting to a rapidly changing environment, and self-regulation became essential across all levels of the various systems.

In responding to this new future, the Faculty of Education focused on increased investment in technology to support blended learning in contact programmes and advance students' mental health and wellbeing through Faculty-wide initiatives. It will become increasingly important for the Faculty to leverage its specialist knowledge of curriculum design and development, pedagogy and learning to influence the design of learning programmes by focusing not only on the design of programmes but also on the design of students' experiences in interacting with those programmes.

In the Faculty of Education, we see the future of teaching and learning as one in which students and their learning experiences will be the focus and point of departure. The design and development of that learning experience to support learning will be critical to our students' academic success.

The weight of the pandemic has not made us lose sight of our core mandate as a university, namely teaching and learning, research and community engagement or responsiveness to societal needs. We are committed to ensuring that the students we accept (give access to) succeed in their studies and leave the University with qualifications. We are also committed to eliminating differential levels of student success and graduation rates based on race,



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

gender, class and other critical variables. This means that the fact that you are a black female from a poor rural background should not in any way impact on your chances of succeeding at the University of Pretoria.

The University has a Fly@UP campaign to ensure that our students finish their studies within the prescribed minimum period. This will require a social contract between ourselves as a Faculty and our students. We are committed to ensuring that we can offer the best-qualified lecturers in the relevant fields of study, who will present classes according to a timetable schedule, give students assignments and administer tests and examinations according to the University's lecture, test and exam timetables.

The Faculty will champion a systemic and coherent approach in exposing students to a mix of all three delivery modes (distance, blended and online) to ensure that graduates are equipped with the competencies and skills that are believed to be crucial for the 21st century. These competencies include the development of (i) a propensity for lifelong learning; (ii) the ability to not only deal with change and uncertainty but also to embrace it; (iii) the skills to thrive in diverse social and cultural environments; and (iv) the necessary skills to move between these systems.

The reimagining of research in the Faculty uses innovative research methods to explore how all other kinds of inequalities are produced and reproduced in educational

spaces by educational processes, discourses and practices. Interventions will be made to support a shift towards an understanding of education as an entangled, material and affective web of power relations between people, places and spaces in evolving political, socio-cultural, socioeconomic and technological contexts in which learning occurs. We further need to investigate the use of technology to establish and maintain social connectedness despite physical isolation, prevent burnout and promote wellbeing in a work and learning space with no boundaries.

Finally, we will focus not only on what we are good at but also on what we are good for. This will require us to become responsive to societal needs. Through strategic collaborations and driven by our quest to respond to societal needs, the Faculty has over the past few years developed a suite of professional qualifications through which we contribute to the renewal of skills in the education profession. School leadership, leadership in the TVET sector, training in virtual impairment, and ICT in education are some of the 21st-century skills in which the Faculty is developing expertise in response to the education sector's needs. We also partner with other provinces to renew skills sets in education. We continue to build our reputation as the Faculty of Choice that makes a difference, and 2021 promises to take us to greater heights.

Once again, welcome to the 2021 academic year with its abundance of exciting possibilities!

Faculty of Education recognises more excellence in research, teaching and learning



On 18 November 2020, the Faculty of Education hosted an online Research, Teaching and Learning Awards Ceremony to recognise staff excellence and acknowledge staff members' contributions to the Faculty's teaching and learning work and postgraduate education research. In his welcoming address, the Dean of the Faculty of Education, Prof Chika Sehoole, thanked the staff of the Faculty for their contributions by saying:

'We are really grateful that we have been able to make it through the COVID-19 pandemic, and we were able to support our continuity plan not only in terms of teaching and learning but also in terms of research and postgraduate education.' He also reminded staff members that their performance in all the core areas is of importance not only for the success of the Faculty but also for their career development and added: 'I would like to congratulate not only those who will be recognised today but all staff who worked together as a team to fulfil the mandate of the Faculty.'

Prof Anton Ströh, Vice Principal: Operations and Acting Vice-Principal: Research and Postgraduate Studies, participated in the event and expressed appreciation that the Faculty of Education is taking the lead in mimicking what the University aims to achieve at the institutional level. 'Looking at these awards, it is clear that the Faculty of Education has succeeded in effectively balancing the awards between the various aspects of scholarship', he commented. He also expressed appreciation that the Faculty of Education does not recognise only the top achievers but also the up-and-coming staff members.

Staff members in the following categories received a total of 25 awards:

Teaching and Learning Awards

- First Category: Education, Teaching and Learning Innovation Award
- Second Category: Model Lecturer of the Year Award
- Third Category: ClickUp Dreamteam Award
- Fourth Category: ClickUp Busy Bee Award

Postgraduate Supervisor Awards

- First Category: Best Supervisor, with the highest number of successful master's students
- Second Category: Best Supervisor, with the highest number of successful PhD students

- Third Category: Best Supervisor, with the highest number of master's students who graduated in the minimum period
- Fourth Category: Best Supervisor, with the highest number of PhD students who graduated in the minimum period

Research Awards

- Second Runner-up: Best Achiever Award
- First Runner-up: Best Achiever Award
- Best Achiever Award
- Best Researcher Award

All awardees received prizes that included a plaque, an award certificate and money paid into their Research and Development Funds.



Faculty of Education celebrates books written by staff

By Masego Panyane

The Faculty of Education recently hosted its annual special ceremony to celebrate staff members who have published books over the past year. This year the ceremony was hosted virtually due to the limitations imposed by the COVID-19 lockdown regulations.

The six books that were launched at the event cover various subjects: the teaching of African history in schools, multilingualism in the classroom; the exploration of the education systems; career counselling; and career construction.

Faculty Dean, Prof Chika Sehoole, acted as the MC for the event, while Vice-Chancellor and Principal, Prof Tawana Kupe, delivered the opening address. Also in attendance was Prof Anton Ströh, Acting Vice-Principal: Research and Postgraduate Education.

Prof Kupe, who expressed his excitement at being part of this commendable celebration for a second year, said: 'Well done, colleagues—this is commendable; we are proud of you, and you ought to be proud of yourselves. The publication of books is an important form of disseminating knowledge

in particular disciplines, including education, the social sciences and the humanities. A book is a seminal form of disseminating knowledge that is as old as scholarship and academia itself, and it is therefore important to continue making use of this medium.'

He also pointed out that the books produced by staff members are essential as they form part of what is recognised by the Department of Higher Education and Training as the University's research output. 'UP and the University of KwaZulu-Natal (UKZN) have been "competing" with regard to their total research output, as recognised by the Department of Higher Education and Training, with UP mostly taking the lead. For the past 15 years or so, we have been pipped once or twice by UKZN or have tied with them. Such forms of knowledge creation as book publishing contribute to our prime position as producers of knowledge in this form. So again, I'd like to thank you on behalf of the institution for that,' he said.

Speaking from his perspective as a mathematician, Prof Ströh said: 'I believe that you publish only when you have something to say. When I listened to the

presentations here today, this came through so strongly. We are paving the way to the future education of our continent. These new books will find their way into UP's libraries and many other libraries in Africa.'

The books launched by the Faculty include:

- Adeyemo, K.S. (Ed). (2020). *The education systems of Africa. Global education systems*. Springer, Cham.
- Bentreovato, D. & Wassermann, J.M. (Eds). (2020). *Teaching African history in schools – experiences and perspectives from Africa and beyond*. Brill | Sense.
- Maree, J.G. (Ed). (2019). *Handbook of innovative career counselling*. New York, NY: Springer.
- Maree, J.G. (Ed). (2020). *First steps in research (3rd ed)*. Pretoria, South Africa: Van Schaik Publishers.
- Maree, J.G. (2020). *Innovating counselling for self- and career construction: Connecting conscious knowledge with subconscious insight*. New York, NY: Springer.
- Omidire, M.F. (Ed). (2019). *Multilingualism in the classroom: Teaching and learning in a challenging context*. Cape Town, South Africa: UCT Press.

Department of Humanities Education – Postgraduate Orientation Day: 20 November 2020

To prepare the MEd and PhD students of 2020/2021 for the challenges awaiting them in their academic endeavour, the Department of Humanities Education presented an orientation programme geared towards providing postgraduate students with the background knowledge needed to manage their research successfully.

The purpose of the orientation was to 'get the students going'. Therefore, a session was included to support them in navigating their way around various information-related websites and repositories. To help them with their planning towards the obligatory outcome of the research proposal during the first year of their study, they were also given an overview of the (successful) structure in the Department. Finally, they were introduced to fellow postgraduate students who were also starting out and received advice from students who were in the same situation a few years ago.

TIME	EVENT	PRESENTERS
Friday, 20 November 2020		
15:00–15:05	Welcome	Dr Alta Vos (Module Coordinator)
15:05–15:30	Ice breaker	Dr Tanya Smit (Former PhD student)
15:30–16:00	Getting equipped: Library matters	Mrs Sonja Delport (Information specialist)
16:00–16:30	In hindsight	Ms Nthembi Mbewe Ms Marisa Lombard (Former MEd students)
16:30–17:00	The way forward	Prof Johan Wassermann (HoD: Humanities Education)

International Early Childhood Education webinars

On 10 September 2020, the Department of Early Childhood Education hosted a webinar in collaboration with the University of Pittsburgh Bradford (USA). Mrs Joyce West (University of Pretoria) and Dr Jonathan Chitiyo (University of Pittsburgh) discussed the importance of family involvement during the early years of development. Epstein's parental involvement model, Vygotsky's socio-cultural theory and Bronfenbrenner's ecological systems theory served as a framework to determine the roles of the family, school, teacher and community.

Mrs Joyce West is looking forward to hosting Dr Jonathan Chitiyo as a guest lecturer in the Department of Early Childhood Education in 2021.

On 18 September 2020, the Department of Early Childhood Education hosted another webinar in collaboration with Dordt University (USA). Mrs Joyce West (University of Pretoria) and Mrs Ulrike Brons (Dordt University) discussed translanguage when teaching English as a second language. The critical discourse that took place considered the legitimacy of the critical language period hypothesis and Cummins' interdependence theory and threshold hypothesis.

Mrs Joyce West is looking forward to hosting another webinar in collaboration with Dordt University in 2021, during which second-language vocabulary development will be addressed.



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Life Orientation Colloquium

On 21 October 2020, the Department of Humanities Education hosted the Life Orientation Colloquium. This online event was organised jointly by Dr Sarina de Jager

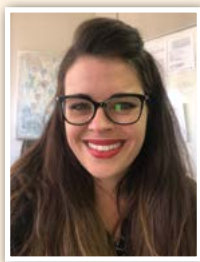
from the University of Pretoria and Dr Janet Jarvis from the University of KwaZulu-Natal.

The Colloquium theme was 'Conversations around life orientation in higher education' and was attended by lecturers from universities from all over South Africa. The Colloquium consisted of three breakout sessions during which participants could discuss the three disciplines in life orientation, namely personal development, social development and physical education. The breakout sessions were followed by a plenary session during which the main themes that had emerged were discussed. The Colloquium aimed to encourage collaboration between the participants and

give impetus to the conversation about the status of life orientation in the higher education context.

Participants from various institutions also embraced the opportunity to share their research and collaborate on projects with similar aims. The discussions indicated a need for critical conversations about life orientation.

Feedback from the Colloquium inspired the publication of a special edition journal and plans for another Colloquium to be held in 2021. Drs De Jager and Jarvis are looking forward to again hosting the Colloquium.



▲ Dr Janet Jarvis and Dr Sarina de Jager

The PGDip in TVET programme sets the pace

The innovative and internationally benchmarked Postgraduate Diploma in TVET programme was launched and successfully implemented in 2020.

The Department of Higher Education, the German Society for International Cooperation (GIZ) and the Technical University of Munich (TUM) are our stakeholders and partners. The 29 participants in the programme, chosen from all over the country, are current leaders in the technical and vocational sector.

The PGDip in TVET programme continued effectively during the Level 5 lockdown due to the well-structured blended learning approach that the experienced facilitators innovatively implemented, and contact sessions took place online in May, August and October via ClickUp Blackboard Learn. Due to the COVID-19 pandemic, the course participants were, unfortunately, unable to visit Munich, Germany, for the study visit in June, but it will hopefully take place in May 2021. An online study visit component was also introduced, and the participants explored the dual approach to vocational education. At the third contact session in August, participants showed appreciation for and celebrated their own and one another's culture and heritage in online peer group sessions.

The highlight of every contact session was the expert panel discussions during which leaders from the higher education sector, such as Prof Chika Sehoole (Dean), shared their experience and knowledge. Other participants were Ms Sabine Dall'Omo (CEO: Siemens), a representative of the German Chamber of Commerce and Dr Markus Thill (President: Bosch, Africa).

On 23 and 24 November 2020, an online debriefing session organised by TUM took place. International guest speakers Dr Martin Fladerer and Dr Ewald Blum presented 'Ethics in leadership' and 'Positive leadership'.



▲ Ms Katharina Prummer (TUM: programme coordinator), Mr Tobias Ludwig (TUM), Dr Tanya Smit (UP: programme coordinator), Mr Consival Mashiti (course participant) and Ms Kholofelo Mashala (course participant)

Zoom session hosted by Prof Roger Hale on 13 August 2020

By Riekie van Aswegen

On 13 August, third-year music education students and music education lecturers on UP's Groenkloof Campus had the opportunity to participate in a Zoom session with Prof Roger Hale from the Dixie State University, Utah (USA), who is a world-renowned specialist in choral music education and vocal training. He is the director of the Dixie State University choirs and bands and the University Choir's conductor, numerous community choirs (including a male voice choir and senior citizen choir) and instrumental ensembles. As a tenor, he also does solo performances.

Prof Hale agreed to have the session exclusively with the third-year student group. He focused on technical aspects such as correct singing posture, breathing and the placement of vowels, which included an illustration of a singer's airway and an animation of the human body when breathing. The lively discussion was guided by questions submitted by the students beforehand.

Ronet Viljoen asked what one needed to consider when categorising a voice type and how to improve breathing when singing long phrases

and enquired about his opinion of singers who want to attempt singing in different styles. Mariska von Wielligh was interested in how young singers could be motivated, while Matthew Botes wanted advice on encouraging high school learners while also building their singing confidence.

Prof Hale suggested various ways to overcome stage anxiety, especially when choir members perform solo parts (relating to a question raised by Juandi Boshoff). He also offered pointers on sound formation and blending (relating to Kyra Magill's question) and considerations for improving intonation (singing on pitch, in response to Ancois Delpont's question), and, responding to Reinhart Coetsee's question, commented on the acceptability of vibrato as a choral sound.

Dr Riekie van Aswegen expressed her thanks to Prof Hale for his advice and the kind and respectful way he had interacted and shared his expertise with the participants. Mr Nelson Manganye declared that he was amazed by Prof Hale's knowledge and presentation skills and enthusiastically concluded: 'He is my kind of human!'

Appointment of Dr Adeyemo as Country Director (South Africa) at the Society of Transnational Academic Researchers (STAR)

Dr Samuel Adeyemo from the Department of Education Management and Policy Studies has been appointed as Country Director (South Africa) for The Society of Transnational Academic Researchers (STAR Scholars Network). This appointment is an honorary position through invitation and without remuneration and is valid for two years, from 1 October 2020 to 31 September 2022.

STAR Scholars Network is a transnational forum of scholars who advance global social mobility through innovative research and progressive advocacy efforts. Their mission is to create and share published scholarly research focused on international education by facilitating academic exchange worldwide. STAR envisions a humane world through the promotion and exchange of knowledge across borders.

Scholars in the STAR network worldwide are willing to share their expertise to advance knowledge and increase academic opportunities for future scholars, especially across national/geographical borders. Membership of STAR provides networking opportunities with scholars invested in promoting locally

situated research and transnationally collaborative and mutually beneficial publication.

Dr Adeyemo's appointment allows academics in the Education Faculty of the University of Pretoria access to mentorship by collaboration with other STAR scholars to enhance their research and publication. UP staff members who are members of the STAR network will also have opportunities to join international education projects and submit articles for publication in the *Journal of International Students*, a STAR Network accredited journal (indexed in *ProQuest*, *Scopus*, and the *Emerging Sciences Citation Index*). Dr Adeyemo is an assistant editor for this journal.

It is hoped that the University of Pretoria and the Future Africa Institute, through the Education Faculty, will be able to use Dr Adeyemo's appointment in the STAR network further to strengthen the University's internationalisation agenda/vision.



▲ Dr Samuel Adeyemo

Big Thinker Award from Herrmann International

The following contains an excerpt from the *Whole Brain® Thinking Blog*, and the source of the narrative is herewith acknowledged. The words of Herrmann International, Ann Herrmann-Nehdi, add value to this contribution to *In-tuition*. How she responds to the acknowledgement of practitioners and scholars of Whole Brain® Thinking resonates with the construct behind the word 'whole'. Ann lives and speaks the language of the model developed by her father, Ned Herrmann, whose seminal works include *The Creative Brain*, *The Whole Brain Business Book* and *The Theory behind the HBDI and Whole Brain Technology: better results through better thinking*.

Ann reports as follows on an event that celebrated work done by South African scholars of Whole Brain® thinking (adapted): 'It is always thrilling to see the application of Whole Brain® thinking have significant impact! Recently, in South Africa, I was delighted to honour this kind of achievement by bestowing our Big Thinker Award on Prof Pieter du Toit for his application of Whole Brain® learning design to higher education.' Prof Pieter du Toit, from the Department of Humanities Education at the University of Pretoria, is one of South Africa's leading minds on learning and teaching in higher education and has been a trailblazer in applying Whole Brain® learning design principles to improve the outcomes of learning in higher education significantly. He has also overseen many postgraduate studies on applying the model, which further enhanced his research insights and applications.

The prestigious Big Thinker Award recognises individuals who have developed breakthrough new applications of Whole Brain® thinking by thinking 'big' about its possibilities, thereby taking the work to new heights.

Shown in the photo below with Prof Du Toit are the former CEO of Herrmann International, Ann Herrmann-Nehdi (left) and Prof Anne-Louise de Boer, an earlier Big Thinker Award recipient for her work in diabetes education. Together with Detken Scheepers and Theo Bothma, Prof Anne-Louise de Boer and Pieter co-authored *Whole Brain Learning in Higher Education: Evidence-based Practice*, the most comprehensive resource Whole Brain® learning design available.



As part of Prof Du Toit's presentation at the Whole Brain® Thinking Practitioner Event in Pretoria, entitled 'Changing the Mindsets

of Lecturers and Students', he shared, in display format, an array of examples of students' demonstrations of learning by using a Whole Brain® approach.

Some of his students' contributions to promoting Whole Brain® thinking were displayed in an authentic Whole Brain® fashion. The display consisted of examples of master's and PhD studies, a pamphlet titled *Teaching in colours* (used very effectively), samples of the book mentioned above, and numerous artefacts. Many of the artefacts show that students have come up with creative ideas from a self-challenging perspective, even though they might initially not have enjoyed being 'experimental'. One of the essential cornerstones of Whole Brain® teaching and learning is that students with different preferences in terms of their approaches to learning should be accommodated—both in terms of engaging them in learning and using various means of assessment for learning. In this regard, Prof Du Toit aspires to be a role model. In most cases, the postgraduate students at the PhD and master's levels, and many students who are enrolled in the Postgraduate Certificate in Higher Education (PGCHE), are lecturers at the University of Pretoria or other institutions of higher education.

Prof Du Toit acknowledges that his Head of Department's unconditional support, Prof Johan Wassermann, contributes to his scholarship identity in general and specifically to his scholarship in applying the notion of whole-brain thinking and learning in higher education.

Fifth PIRLS 2021 National Research Coordinator meeting

An online National Research Coordinator (NRC) meeting on the Progress in International Reading Literacy Study (PIRLS 2021), organised by the International Association for the Evaluation of Educational Achievements (IEA), was held from 3 to 5 August 2020 and was attended by Mr Mishack Tshele, the Data Manager at the Centre for Evaluation and Assessment (CEA). The IEA is an international cooperative of national research institutions, government research agencies, scholars, and analysts whose work aims to research, understand, and improve education worldwide.

Mr Tshele attended the three-day meeting and 140 representatives from countries worldwide to review and finalise the assessment instruments in preparation for the PIRLS 2021 cycle. Six PIRLS passages from the field test were selected by the Reading Development Group (RDG) for inclusion as new passages in the PIRLS 2021 primary data collection. These passages comprised three informational passages and

three literary passages. New items were also added to the contextual questionnaires.

The first day of the meeting was opened by Dr Dirk Hastedt, Executive Director of the IEA, who focused on the progress report, the field test outcomes and a review of the PIRLS literary passages and items. The informational passages and items were reviewed on the second day. Newly recommended items for the contextual questionnaires were also considered. The new items related mainly to the effects of the COVID-19 pandemic and were reviewed and finalised by the end of the second day. The third day's programme was primarily devoted to data management and covered sampling, translation, layout, and data management systems.

The participating countries were asked to schedule individual consultations with Statistics Canada to finalise the sampling procedure. The translation verification commenced in September 2020 and is

expected to continue until March 2021. Countries that will be testing late in 2021 can arrange with the IEA to complete their verification after March 2021. Since there is no limit on the number of languages that can be sent for verification, all the South African languages will be submitted for layout and translation verification.



▲ Mr Mishack Tshele (Data Manager, CEA)

South Africa participates in the PIRLS 2021 pilot study

The Centre for Evaluation and Assessment (CEA), assisted by the Department of Basic Education, conducted the pilot study of the international reading assessment, Progress in International Reading Literacy Study (PIRLS 2021), in South Africa as the country prepares to roll out PIRLS 2021. Early in March 2020, Grade 5 learners from 15 schools across Gauteng completed a reading assessment consisting of informational and literary passages and questionnaires compiled to assess their reading attitudes. The field trial was based on passages submitted by countries interested in the study. The PIRLS Reading Development Group developed a set of reading comprehension items that included multiple-choice and constructed-response formats to accompany each passage.

PIRLS is a study conducted under the auspices of the International Association for the Evaluation of Educational Achievement (IEA) and is managed at an international level by the International Study Center at Boston College. The CEA, which manages the study locally, is a National Research Centre for PIRLS in South Africa.

Mr Mishack Tshele (Data Manager of the CEA) conducted the data-capturing training for the PIRLS contextual questionnaires together with the data capturers at the CEA offices on Saturday, 21 March 2020, and online training for the capturing of Achievement booklets data was conducted online via Zoom video meetings on Monday, 18 May 2020. The Director of the CEA, Dr Surette van Staden, praised the

CEA team for the work done on the project during the COVID-19 lockdown in South Africa and thanked everyone who assisted with the study before announcing that the data had been submitted just in time to the PIRLS Data Processing Center in Boston College.



▲ Mr Gabriel Mokoena and Mr Mishack Tshele in a PIRLS meeting

The second Questionnaire Development Group meeting for PIRLS 2021

The Director of the Centre for Evaluation and Assessment (CEA), Dr Surette van Staden, attended the second Questionnaire Development Group (QDG) meeting for the Progress in International Reading Literacy Study (PIRLS 2021) on 13 and 14 July 2020. The meeting aimed to finalise the contextual questionnaires to be used as part of the PIRLS 2021 main survey in

which more than 60 countries would participate.

To provide insight into students' contexts for learning across participating countries, contextual questionnaires are administered to Grade 4 learners, parents, teachers and school principals as part of the PIRLS reading assessment.

The QDG consists of an invited group of national research coordinators. During the most recent meeting, representatives from Finland, Belgium, Taiwan, New Zealand and Oman joined the PIRLS study directors from Boston College. Due to the COVID-19 pandemic, the meeting took place online and not in Hamburg, Germany, as initially planned.



▲ Dr Surette van Staden (Director: CEA)

Biannual newsletter of the Centre for the Study of Resilience



Pretoria leads ESRC-UKRI study to improve the lives of children in poverty: Schools as enabling spaces for the improvement of the quality of life of primary school children living in rural South Africa

The University of Pretoria is leading a project to help children living in poverty to thrive in school and beyond.

Prof Liesel Ebersöhn (Director: Centre for the Study of Resilience) and Qing Gu (Director: London Centre for Leadership in Learning) co-led the study in collaboration with the UCL Institute of Education, the UCL Institute for Global Health and London South Bank University, and are working on the project to improve the learning and health-related quality of life of primary school children in South Africa's rural communities.

In South Africa, 38% of children live in rural communities and are much more likely to be deprived of quality education and quality of life than those living in urban areas.

This new mixed-methods study, funded by the Economic and Social Research Council (ESRC), brings together experts in education, health, psychology, sociology and health economics to investigate how schools can be organised as enabling spaces to improve children's learning and health.

The study focuses on children between the ages of six and nine years since early interventions during this critical period of transition from early to middle childhood can significantly affect children's long-term outcomes.

The project will start with a systematic review and interviews with officials from local and national government organisations and

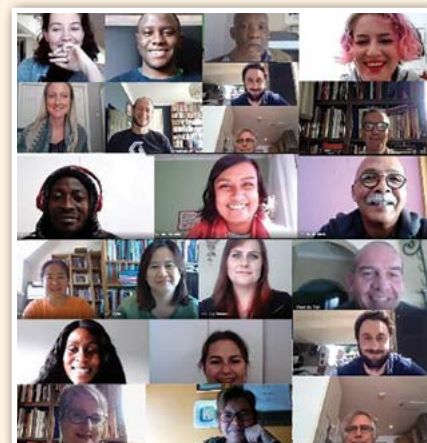
non-governmental public bodies to assess evidence and policy reports of the past three decades. This assessment will identify new evidence in the critical education, health and policy areas where intervention programmes have shown the highest potential to improve children's achievements and health-related quality of life in the short, medium and long terms.

The results will help the team develop a systems-oriented intervention that will strengthen schools' organisational and professional capacity to enhance children's education and development in socio-economically disadvantaged rural communities.

Eighteen rural primary schools will be part of an initial six-month pilot study undertaken to analyse how different intervention tasks work and to what degree they are impacted by school and community contexts. Subsequently, the interventions will be refined and scaled up in 58 rural primary schools, with the researchers continuing to examine the extent of change in the schools' capacities and capabilities and the impact of such change on children's learning and health outcomes.

Prof Ebersöhn stated: 'By examining how schools may be(become) enabling spaces to promote whole-child quality education (SDG4), and through this, transform the health-related quality of life for children and adults (SDG3) in rural communities in South Africa, the research will make a timely

contribution to understandings of how different sectors may work more effectively with schools to unlock the transformative power of education for the achievement of the other 2030 SDGs systemically and sustainably.'



▲ From left to right: Mabeth Crafford, Ralph Hwenjere, Prof Mahlapahlapana Themane, Amber Eksteen, Dr Rose McGranahan, Prof Rupert Higham, Dr Gerard Joseph Abou-Jaoude, Prof Martin Mills, Prof Patrick Callaghan, Dr Solomon Akinyemi, Sumanah Mustafa, Dr Renald Morris, Prof Qing Gu, Prof Lynn Ang, Liz-Marie Basson, Prof Peet du Toit, Akhona Mbasa, Dr Hannelie du Preez, Dr Gerard Joseph Abou-Jaoude, Dr Surette van Staden, Prof Liesel Ebersöhn and Prof Martin Mills

Resilience workshop facilitated by international expert Dr Michael Ungar

As part of the science communication strategy of the RYSE-RuSA study (funded by the South African National Research Foundation and the Russian Research Foundation), Dr Michael Ungar (a co-investigator in RYSE-RuSA) facilitated a three-hour interactive resilience workshop.

Dr Ungar, the Canada Research Chair in Child, Family and Community Resilience and a professor in the School of Social Work at Dalhousie University in Canada, is a world-renowned scholar in the field of resilience. The workshop on 'Nurturing resilience: A multisystemic model for positive development in contexts of diversity' challenged everyone present to respect the complexity of resilience.

Netsai Gwata, who managed the invitations to the workshop, received more than 110 positive RSVPs, including many from affiliates of the Centre for the Study of Resilience. The workshop was attended by professionals from diverse fields including, but not limited to, health, law enforcement, social work, psychology, defence and education, as well as academics and students from universities in and around the Gauteng Province. During the workshop, Dr Ungar demonstrated how to 'diagnose' resilience when working with children exposed to multiple risks/adversity using

three domains:

- 1) Assessing risk;
 - 2) Assessing resilience-enabling factors and processes; and
 - 3) Multidimensional considerations.
- He drew on real practice scenarios, demonstrated hands-on resilience-facilitating skills, and touched on his theory-shifting Differential Impact Theory.

The participants responded enthusiastically to Dr Ungar's workshop. The failure of the air-conditioning system about halfway into the three-hour workshop appeared not to affect, and the attendees remained actively engaged until the very end. Dr Ungar has already been invited to facilitate follow-up workshops when he returns for the RYSE and RYSE-RuSA meetings in 2021.



▲ Members of the RYSE-RuSA team present at the workshop. Prof Alexander Macknach (Institute of Psychology of the Russian Academy of Sciences), Prof Linda Theron (University of Pretoria, S.A.) and Dr Michael Ungar (Dalhousie University, Canada)



▲ Dr Michael Ungar and volunteers demonstrating hands-on application of 'diagnosing' resilience

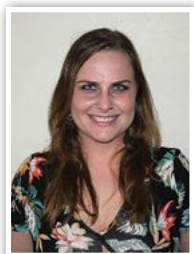


▲ Some of the participants in the workshop



Introduction of the University of Pretoria team working on the study funded by the ESRC-UKRI: Schools as enabling spaces for the improvement of the quality of life of primary school children living in rural South Africa

Ms Liz-Marié Basson



Ms Liz-Marié Basson is a registered research psychologist at the Health Professions Council of South Africa (HPCSA).

Her involvement in this project

is threefold: assistance with grant and project management, researcher and PhD student focussing on the rural community, sustainable development and the capability approach.

She has experience in research grant management while employed in the University of Pretoria's research office and at the Centre for the Study of Viral Zoonoses (CVZ) for four years. Her experience includes managing grants awarded by the National Research Foundation (NRF) South African Research Chairs (SARChI) and U.S. Federal Grants, including Centres for Disease Control and Prevention (CDC), National Institutes of Allergies and Infectious Diseases (NIAID), and the United States Agency for International Development (USAID).

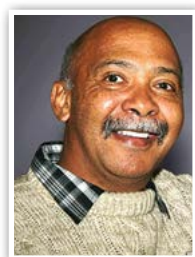
Her interest in supporting disadvantaged communities and children through sustainable interventions acted as a driving force throughout Ms Basson's academic career. During her undergraduate studies, she became part of the Golden Key International Honour Society's (GKIHS) University of Pretoria Chapter as a community service director, chapter president and international student representative.

As an individual and as part of the Pretoria chapter's team, Ms Basson won three international awards from GKIHS for long-term community service projects she developed and implemented. She completed her master's internship at the Itsoeng Clinic on UP's Mamelodi Campus, where her work focused on the impact of arts-based interventions and psychotherapy on the learning and wellbeing of school learners and the development of an autism spectrum disorder screening questionnaire. So far, Ms Basson's career has been exciting and full of surprises. A highlight has been

an invitation to accompany a team of researchers from CVZ on two fieldwork trips during which she assisted in catching and processing bats for zoonotic disease surveillance. She is looking forward to what new experiences the ESRC project has in store for her.

Postdoctoral Fellows

Dr Renald Morris



Dr Morris is currently serving as a Senior Researcher in the Centre for the Study of Resilience (CSR). He is involved in the ESRC project on health and wellbeing in South African rural primary schools

and will be focusing on the aspect of school leadership and effectiveness.

He started his career as a production and quality assurance engineer in the mechanical engineering sector. However, an increasing interest in social and public matters led to his transition to the non-governmental sector, where he became involved in social justice, philanthropy, restorative justice, conflict management and leadership development. Specific areas of interest include social crime prevention, children's rights, human rights, youth crime and violence, youth empowerment, social connectedness, criminal justice system transformation, social innovation projects, fundraising, grant making and the wellbeing of change-makers.

Apart from having worked for organisations such as the University of the Witwatersrand, the Open Society Foundation, the Centre for Justice and Crime Prevention and Synergos, he was also employed in several government departments, including the Departments of Basic Education, Social Development, Community Safety and Justice. Traces of his work can be found across the African continent and many other countries worldwide. He studied at Unisa, the University of Port Elizabeth and the University of the Witwatersrand, where he attained a PhD in leading and managing safe schools.

He is an avid rugby and cricket supporter and loves classic and vintage cars. His philosophy is: Opportunity can reside in unusual places and circumstances—the dark reveals no horizons and therefore no limits.

Dr Olutosin Solomon Akinyemi



After completing a bachelor's degree in Science Education (Physics) at the Obafemi Awolowo University, Nigeria, Dr Akinyemi obtained a master's degree and a doctorate in Science Education

from the University of the Witwatersrand, South Africa. He is a seasoned teacher of physical chemistry and physics at the secondary school and university level. His research focuses on science teacher education, with a specific interest in developing pre-service teachers' professional knowledge regarding the teaching of physical sciences and improving learner outcomes by using the construct of Topic-specific Pedagogical Content Knowledge. He is currently a postdoctoral research fellow in the ESRC-UKRI project at the University of Pretoria, South Africa.

This project aims to advance state-of-the-art theory and practice about how South African schools work effectively with families and communities in rural areas to create optimal practices, strengthen organisational capacities and improve children's learning, health and wellbeing.

Dr Otilia Chiramba



Dr Chiramba is a postdoctoral fellow at the Centre for the Study of Resilience (CSR) in the Faculty of Education at the University of Pretoria. She recently earned her doctorate in the Educational

Leadership and Policy Studies Division at the University of the Witwatersrand. Her PhD thesis explicitly focused on the lived experiences of refugee students in higher education. Otilia is an experienced teacher of undergraduate and postgraduate students

and has also been involved in research and book projects administration at the University of the Witwatersrand.

Other experience consists of working with international and local teams in carrying out research projects. Her research focuses on underprivileged groups, conducting qualitative and narrative research, doing qualitative interviews, managing data and analysing qualitative data.

Otilia has published several book chapters and articles in refereed (peer-reviewed) journals, focusing on social justice issues and resilience in higher education. She has also presented her research at international and local conferences.

Senior research assistants

Mabeth Crafford



Mabeth Crafford is currently a secretariat administrator for the World Education Research Association (WERA) and a research intern at the Centre for Resilience Study.

She completed her bachelor's degree in Archaeology and Linguistics at the University of Cape Town (UCT) in 2017, and in 2019 she obtained an honours degree in Applied Language Studies from the University of Pretoria. Her mini-dissertation focused on language barriers between health care practitioners and their patients in a rural clinic.

Her current academic interests are focused on heritage preservation and interaction in current society. In 2016, she participated in a semester abroad course at the University of North Carolina at Greensboro and in 2018, she was part of a Cultural Au Pair Exchange in Winterswijk, the Netherlands.

In 2015 she assisted the Centre for African Language Diversity at UCT to translate a trilingual reader as part of a greater ongoing language revival project. She has also participated in three archaeological fieldwork seasons and has assisted in the Stone Age Lab at UCT. During the 2019 protests against gender-based violence in South Africa, she was a member of the We Are Her (a zine incorporating different art forms) editorial team.

Sumanah Mustafa



Sumanah Mustafa, who is currently an intern at the Centre for the Study of Resilience (CSR) and a research assistant on the ESRC project on health and wellbeing in South African rural primary schools, will

be focusing on aspects of early childhood education, primary schooling and family.

During her academic career, she has studied English, Psychology, Journalism and Education. As a teacher, she has been involved in secondary school teaching and early childhood development in both resourced and under-resourced schools. Her experiences have confirmed to her that the wellbeing of children is essential to ensure a flourishing society.

She is currently completing her M.A. degree in Critical Diversity Studies. Her research focuses on the narratives of queer teachers in secondary schooling and what their experiences may reflect about gender and sexuality discourse in the South African context.

Her philosophy relies on the belief that human connection is fundamental, constant curiosity is much better than being right, and poetry can cure most (if not all) heartaches.

Amber Eksteen



Amber Eksteen has always loved people (although she is a chronically shy introvert). She also finds great pleasure in learning new things and getting quietly involved in social justice

efforts. These passions have been nurtured throughout her academic journey. After graduating with a B.A. degree in Psychology and Media Studies from the University of the Witwatersrand, Amber completed her honours degree in Psychology to hone her knowledge of community-based psychology, narrative identity and social psychology.

Following this, she felt a strong need to incorporate more transdisciplinary (and indeed, antidisciplinary) understandings of humanity in her studies, and in 2019 she decided to register for an M.A. degree in Critical Diversity Studies WITS. She is

currently completing a research project involving exploring the intersecting subjectivities of white Afrikaans-speaking drag performers and their negotiations of power within shifting post-apartheid queer spaces.

Concurrently, Amber has very happily joined the team at UP's Centre for the Study of Resilience as an intern and research assistant for the Centre's research, in collaboration with the ESRC, on schools as enabling spaces for the improvement of the quality of life of primary school children living in rural South Africa.

When she is not entirely focused on research, Amber can be found experimenting with new vegan recipes in the kitchen, watching anything and everything on Netflix, spending quality time with her loved ones, or trying her hand at crocheting and sewing.

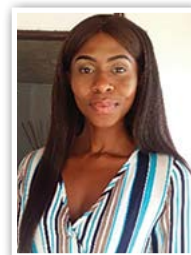
Ralph Hwenjere



Ralph Hwenjere completed his BSc (Human Genetics) degree at the University of Pretoria in 2018 and his BSc Hons in Neurophysiology a year later at the same institution. Currently,

he is working on a master's degree in Neurophysiology. Ralph is a highly motivated student, and his time at the University has given him great insight into the world of research. He is passionate about helping people and believes that teamwork makes the world a better place.

Akhona Mabasa



Akhona Mabasa holds a B.A. (Hons) degree in Psychology and is currently completing an M.A. degree in Diversity Studies through the University of the Witwatersrand. Her dissertation

focuses on white South Africans' perceptions of decolonisation in the higher education sector. Akhona is passionate about social justice and transformation in post-apartheid South Africa and aims to dedicate her academic career to finding solutions that will empower and develop people in society who experience various intersecting layers of disadvantage.

COVID-19 online education resource: Translation of learning support tool for home-based learning in three South African languages

Due to the COVID-19 pandemic, there has been a global shift of schooling to the home environment. Parents and caregivers are now the custodians of their children's learning and partner with teachers to assist children with thinking about and learning school content. To provide support to parents and caregivers, researchers at the Centre for the Study of Resilience have translated a user-friendly resource that families can use to direct critical learning in various South African languages.

The resources are based on findings from a joint study undertaken by researchers at the University of Pretoria and the Pennsylvania State University and inputs by teachers and learners in Mpumalanga.

Please follow the links below to access the resource in English, IsiZulu, Sepedi or Afrikaans.

English:

https://psu.mediaspace.kaltura.com/media/Quality+TalkA+A+Guide+for+Meaningful+Discussions+at+Home/1_oe59lym0

IsiZulu:

https://psu.mediaspace.kaltura.com/media/QT+Parent+SA+2020++Isizulu/1_vpw7kz90

Sepedi:

https://psu.mediaspace.kaltura.com/media/QT+Parent+SA+2020+Sepedi/1_mggwfojn

Afrikaans:

https://psu.mediaspace.kaltura.com/media/QT+Parent+SA+2020+AFR+with+Jingle/1_cn84h4jy

Práxis Educativa

Portuguese translation of an article published by Prof Liesel Ebersöhn titled 'African resilience pathway with meaning for COVID-19 social response'.

Notice of a publication in the esteemed *Práxis Educativa* titled 'Collective resilience to global challenge: a collective wellbeing agenda to transform towards sustained equitable education', which describes the meaning of an Afrocentric collective wellbeing strategy transform pathways to equitable education following the COVID-19 pandemic. Of interest is that the Portuguese translation of flocking is the term 'afluir', which signifies a convergence or gathering of energy, people, ideas and resources (similar to the confluence of streams to form a river).

English and Portuguese PDFs of the publication are available at the following links:

English:

<https://www.revistas2.uepg.br/index.php/praxiseducativa/article/view/16344/209209213456>

Portuguese:

<https://www.revistas2.uepg.br/index.php/praxiseducativa/article/view/16344/209209213475>

University of Pretoria Postgraduate Study Abroad Programme

CSR PhD student visits the Notre Dame University in Australia

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

Carine Jonker was the recipient of the UP Postgraduate Study Abroad Programme, which funded a research visit to Prof Caroline Mansfield (Dean of the School of Education) at the University of Notre Dame, Australia, who is a highly valued research collaborator with CSR.

Carine is currently enrolled as a PhD student in Educational Psychology at the Centre for the Study of Resilience (CSR), University of Pretoria. Her supervisors for her doctoral thesis entitled 'Pre-service teacher resilience and self-efficacy in a challenged education context' are Prof Liesel Ebersöhn (Supervisor and Director:

Centre for the Study of Resilience), Prof Marien Graham (Co-supervisor and Senior Lecturer: Department of Science, Mathematics and Technology Education) and Dr Surette van Staden (Co-Supervisor and Director: Centre for Evaluation and Assessment).

The bursary enabled Carine to visit an international expert in teacher resilience between October and November 2019. During the visit, she focused specifically on enhancing her knowledge and expertise in pre-service teacher resilience, which was enhanced by contact with colleagues at different institutions through face-to-face discussions and conference calls.

Prof Mansfield was one of the project leaders in the Keeping Cool (2009-2012) and BRiTE: Building Resilience in Teacher Education (<https://www.brite.edu.au>) (2013-2015) projects in Australia, and as

an Australian international collaborator, she was a partner in the European project Enhancing Teacher Resilience in Europe (ENTREE) (2013-2015) (<http://entree-project.eu/en>). During her visit, Carine gained in-depth knowledge of the projects above, which was vital for her PhD study.



▲ Carine Jonker and Prof Caroline Mansfield deliberating during a working lunch

CSR Postgraduate Student Panel at the founding symposium of the South African Positive Psychology Association (SAPPA)

Student:

Ms Liz-Marié Basson

Name of study:

A systematic review of resilience-enabling educational psychology pathways in challenged education spaces in Africa

Name of funder:

University of Pretoria

Ms Basson was one of six students who were invited to present during the rapid-fire student sessions chaired by Amanda Cromhout at the South African Positive Psychology Association's founding symposium in November 2019. The symposium, entitled 'Positive psychology in South Africa: Transcending boundaries', was hosted at the Future Africa Campus and brought together established and aspiring academics who work from a positive psychology framework.

Ms Basson's presentation focused on her recently accepted proposal for PhD research, 'A systematic review of resilience-enabling educational psychology pathways in challenged education spaces in Africa'. With the presentation, she aimed to provide an overview of the study, including research questions and methodology. Using a mixed-methods systematic review methodology, the study looks at the current state of research in the African context to establish a solid foundation from which researchers can create opportunities for tackling issues together through future research projects and interventions.

During her presentation, Ms Basson emphasised the importance of ensuring that research focus areas are unique to Africa and concentrating on our strengths as inhabitants of a diverse and extraordinary continent. As South African researchers, we need to move away from focusing only on the problems we are experiencing and instead aim to pursue and promote positive adaptive behaviour through interdisciplinary research and collaborations.



▲ Liz-Marié Basson, Jessica Versveld, Irene Seaworyeh and Netsai Gwata

▶ Liz-Marié Basson during her presentation



Student:

Ms Jessica Versveldt

Name of study:

Isithebe - Social connectedness as a pathway to teacher resilience in primary schools in challenging spaces

Name of funder:

Synergos

Teacher resilience denotes the retention of teachers, job satisfaction (wellbeing) and quality education. Isithebe investigates the extent to which an intentional social connectedness intervention with teachers can enable teacher resilience.

This mixed-methods intervention study, funded by Synergos, explores pathways to teacher resilience in collaboration with IMBUMBA YABEFUNDISINTSAPHO (teachers working together as a family), which includes researchers, funders and 38 teachers (2 males and 36 females) from six primary schools in the Nelson Mandela Metropole—indicative of schools confronted by challenges characteristic of structural disparity in a transforming, postcolonial society.

The baseline assessment took place in September 2018, and the intervention training for the use of the Isithebe-kit followed in March 2019. For six months, teachers meet monthly to engage with each other using Isithebe-kits to guide the gatherings. The post-intervention assessment will take place on 21 September 2019.

The Isithebe-intervention is designed to use art therapy techniques during joint teacher sessions to foster fellowship and social connectedness between teachers, peers and significant others. The development of the intervention was an interactive process during which researchers and teacher participants developed as they learned from each other. The intervention is called ISITHEBE, which symbolises sharing and coming together by using the image of a wooden tray or woven mat used for serving meat at gatherings.



▲ Irene Seaworyeh, Liz-Marié Basson, Prof Liesel Ebersöhn and Jessica Versveld

CSR postgraduate student reporting on the 'Pattern of resilience among young people in a community affected by drought: Historical and contextual perspectives' at the founding symposium of the South African Positive Psychology Association (SAPPA)



Student:

Ms Netsai Gwata

Name of study:

Resilience of young adults in a context of drought

Name of funder:

Natural Environment Research Council
I reported on the findings of my master's research study, which was part of the greater project 'Pattern of resilience among young people in a community affected by drought: Historical and contextual perspectives'. I was one of the co-researchers in the project.

The purpose of my study was to explore the factors that strengthen the resilience of young adults during a period of drought in Leandra. Purposive sampling was used to select ten participants (five women and five men) aged between 20 and 24 years from Leandra in the Govan Mbeki district of Mpumalanga. Arts-based activities (drawing and writing, body-mapping and sand-tray work) were used in groups to generate data.

A thematic data analysis was done to identify the themes that emerged from the data. The themes relating to aspects of drought that young adults found challenging to deal with were: unmet basic needs (lack of water and food), economic hardship (expensive products and job losses) and compromised hygiene.

I used Ungar's (2011) Social Ecology of Resilience Theory (SERT) to frame my study and found that the resilience-enabling themes that emerged aligned with his theory. In the individual system, themes that emerged were: having positive personal characteristics (optimism and altruism); having a religious conviction; keeping busy to diminish stress; and exercising agency and water-use habits. In the family system the emerging theme was protective parenting, while in the community system it was initiatives to solve drought-related challenges (formal pragmatic initiatives and community connectedness).

From these themes, it can be concluded that educational psychologists who

counsel drought-challenged young adults in Leandra need to work from an eco-systemic perspective and include people like parents and municipal staff in programmes or initiatives that develop resilience in young adults.



▲ Netsai Gwata

New resilience-related publications

Amadi-Echendu, J.E., Ebersöhn, L., Du Plessis, C., Van der Merwe, A., & Stols, G. (2020). A multidisciplinary case study on managing the resilience of connected systems. In Proc IEEE TEMSCON 2020, Jun 3–6 Detroit USA.

Chen, E.C., Ebersöhn, L., Brouard, P., & Douglas, M.A. (2020). Gay men's negotiations of HIV-stigma and relationships: A cross-country analysis. In Society of Group Psychology and Group Psychotherapy 2020, 6 August. Fordham University.

Ebersöhn, L. (2019). Training educational psychology professionals for work engagement in a context of inequality and trauma in South Africa. *South African Journal of Education*, 39(1).

Machimana, E.G., Ebersöhn, L., & Sefotho, M.M. (2020). What parents, learners, students and researchers have to say about the benefits of higher education community engagement in a rural school. Chapter in Van Eeden, E., Eloff, I., & Dippenaar, H. (Eds.) *Community Engagement research in South Africa: Methods, theories, histories and practice*. Pretoria: Van Schaik Publishers.

Rich, G., López, A., Ebersöhn, L., Taylor, J., & Morrissey, S. (2020). *Teaching psychology around the world* (5th ed.). Cambridge: Cambridge Scholars Publishing.

Rother, H., Etzel, R.A., Shelton, M., Paulson, J.A., Hayward, R.A., & Theron, L.C. (2020). Impact of extreme weather events on sub-Saharan African child and adolescent mental health: A protocol for a systematic review. *Atmosphere* 2020, 11, 493; doi:10.3390/atmos11050493.

Theron, L.C. (2020). Adolescent versus adult explanations of resilience enablers: A South African study. *Youth & Society*, 52(1) 78–98. DOI: 10.1177/0044118X17731032.

Theron, L.C. (2020, March). Resilience pathways to health and wellbeing: Learning from African young people. Invited plenary paper presented at 2020 Resilience Conference: Equity in Gender, Health & Water. Hamilton, Canada.

Theron, L., & Van Rensburg, A. (2020). Parent-figures and adolescent resilience: an African perspective. *International Journal of School & Educational Psychology*, 8:2, 90-103, DOI: 10.1080/21683603.2019.1657994.

Theron, L.C. (2020). Teaching psychology for resilience in South Africa. In G.J. Rich, A.P. López, L. Ebersöhn, J. Taylor & S. Morrissey (Eds.), *Teaching psychology around the world*, 5th ed. Newcastle upon Tyne: Cambridge Scholars Publishing, pp.90-101.

Theron, L.C., Levine, D., & Ungar, M. (2020). African emerging adult resilience: Insights from a sample of township youth. *Emerging Adulthood*. <https://doi.org/10.1177/2167696820940077>.

Ungar, M., McRuer, J., Liu, X., Theron, L., Blais, D., & Schnurr, M.A. (2020). Social-ecological resilience through a biocultural lens: a participatory methodology to support global targets and local priorities. *Ecology and Society* 25(3):8. <https://doi.org/10.5751/ES-11621-250308>.

Van Zyl, R., Van Schoor, A.B., Du Toit, P.J., Suleman, F.E., Velleman, M.D., Tetsworth, K., & Hohmann, E. (2020). The association between anterior cruciate ligament length and femoral epicondylar width measured on preoperative magnetic resonance imaging or radiograph. *Arthroscopy, Sports Medicine, and Rehabilitation*, 2(1), e23-e31.



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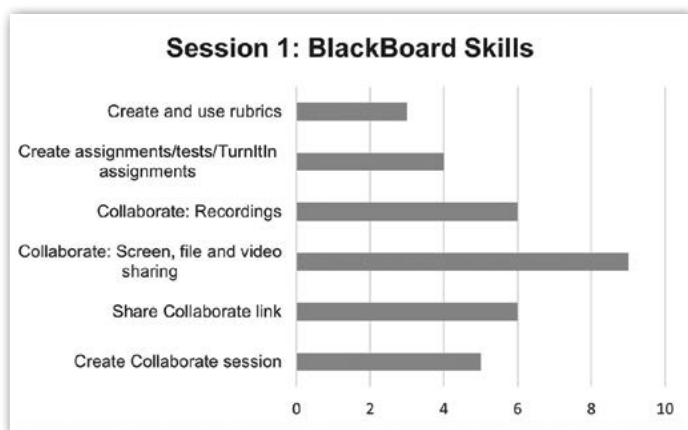




LLITUP trains Faculty of Humanities staff on online teaching with ClickUP

Using ClickUP as a learning management system (LMS) requires specific skills, and using it as an LMS to support online learning requires further upskilling. Prof Johan Wasserman and Dr Lizette de Jager from the Department of Humanities Education suggested that personalised training opportunities be made available to this Department's staff members. Two online seminars were subsequently held to expand their specific skills while catering to varying degrees and levels of expertise and need.

Seminar 1: 21 August 2020



▲ The bar graph indicates which BlackBoard skills the staff required. This was the focus of the first seminar.

Seminar 2: 18 September 2020

The second seminar focused on podcasting, whitelisting of videos and narrated PowerPoint presentations.

Podcasts (by Jody Joubert)

Before exploring Jody's five easy steps to podcast design, the staff members explored podcasts' definitions and usefulness. Definitions such as 'taped radio conversation', 'short sound recordings that

are readily available' and 'digital audio files' captured the essence of what podcasts are. Podcasts are helpful as revision tools for lesson recordings and verbal feedback to students. Jody asked a key question: 'Who makes the podcast—the lecturer or the student?' Answering his own question, he then indicated that students could benefit from making podcasts as a form of revision of their work.

Narrated PowerPoint presentations (by Annèl van Rooyen)

Narrated PowerPoint presentations are useful alternatives to face-to-face classroom teaching. These video presentations allow for the personalised verbal covering of content. Narrated PowerPoint presentations make it possible to address the needs of multiple intelligences and also allow students to go through the subject content at their own pace. Annèl focused on some key characteristics of a narrated PowerPoint presentation, including the preparation of slides, adding sound or music, the use of slide transition animations, the recording of the narrated PowerPoint presentation, and the exporting and publishing of the final video-format narrated presentation.

Feedback from the Department

Dr De Jager: 'At this point, we (my HOD and I) are comfortable knowing that most of the staff in our Department can use most of the tools on ClickUP and are prepared and empowered to continue with remote teaching where necessary.'

Online Lesson Study for WIL

The teaching practice show had to go on, although fourth-year education students could not gain practical experience at schools in 2020. The combination of Lesson Study (L.S.) and Work-integrated Learning (WIL) enabled students to experience teaching in a new way from August to September. Dr David Sekao and Mr Jody Joubert shared their experiences with us.

What is L.S.?

Dr Sekao introduced the concept of L.S. to our readers. L.S., a current

global phenomenon, is one of many teacher-development models used by both pre- and in-service teachers. It enables collaborative work (ie the sharing of ideas and advancing lifelong learning) and reflective practice. It also enhances the acquisition of 21st-century skills. Ultimately, UP Education students' exposure to L.S. can contribute to distinguishing our students from others.

The planning process

The planning process comprised three parts:

1. Experts from different fields, including the Teaching and Learning Committee and the LLITUP team, designed an L.S. process summary.
2. Prof Callaghan and Mr Jody Joubert constructed the ClickUP page. On this page, the WIL office could manually select groups and mentors.
3. Students were trained in the L.S. process via online Collaborate sessions and through learning and support materials available on ClickUP. Mentor lecturers were trained in the same way, with a focus on assessment. The presentations mentioned are available at www.up.ac.za/lesson-study.

The team in charge of this initiative included Prof Ronel Callaghan, Prof Rinelle Evans, Dr David Sekao, Dr Sonja van Putten, Mr Jody Joubert, Ms Joyce West, Ms Emma Nurse, Ms Zandile Ngcetane, Ms Genevieve Fourie Teles and Ms Nontuthuzelo Mhlanga.

The L.S. process

1. Students, divided into groups of six, planned a lesson together. In total, 199 groups were created as every student was allocated to two subject methodologies or two lessons (depending on the student's educational phase), with two mentor lecturers.
2. This lesson was then presented online to a few learners (approximately three).
3. Students reflected together after the lesson presentation.

In this integrated L.S. process, the students and their mentor lecturers worked together. Planning templates and reflection ideas were made available to students. Upon successful completion of this L.S. process, students received an Online Lesson Study Badge.

Dream2Play session

The purpose of this session was to introduce Foundation Phase students to the possibilities of coding and robotics in their field of speciality, and hopefully to inspire them to investigate the digital curriculum for future application. Coding and robotics offer one of the most exciting ways to foster interdisciplinary and interactive learning.

Participants are immersed in activities and learn and develop many different skills without even realising it. This includes learning about coding and robotics and acquiring integrated subject content and skills such as problem solving, creativity, and innovation. The adaptability of this field to all education levels, from preschool to tertiary education, offers many opportunities for innovative applications.' (Prof Ronel Callaghan)

Behind the scenes: Preparation for the session

To enable an interactive, playful session, the students had to prepare for the session.

Preparation: Abstract play

Students could discover how Bee-Bots work through the use of the Bee-Bot emulator. This emulator allows the user to code a Bee-Bot on the computer in the same way as one can code the actual robot. The robot can be used on only a limited selection of maps in the online version, but the online Bee-Bot still makes the same sounds and movements as the actual robots.

Preparation: Concrete play

After experiencing the possibilities of Bee-Bots, the students had to build an A3 Bee-Bot map and write a story to accompany the map and the Bee-Bot's movements. The Bee-Bot's commands had to be written down as well.

The session: Jody's road safety Bee-Bot story

After a brief introduction to the basic movements of the Bee-Bot, Jody told his Bee-Bot story with the use of his map and the Bee-Bot. The Bee-Bot learnt how to cross the road safely and applied that knowledge when crossing the road, as seen in the Bee-Bot's programmed movements.

Background to Betty Bee's story

Sonika Coetzee, a JST student and the writer/designer of Betty Bee's story, said that although initially, she had felt uncertain about coding, she challenged herself to explore the possibilities of Bee-Bots by using the online Bee-Bot emulator. The more she played around, the more confident she became. She explained: 'At first, I struggled with the commands (where to go with them), but I felt more comfortable as I progressed. Then I decided to create a story about a little bee.' Sonika felt that it would be very nice to use Bee-Bots in a classroom setting to see how learners would enjoy her activity.

During the session, Sonika told the story while the Bee-Bot followed the programmed commands as planned by her. Watch Betty Bee's story by clicking on the map (left). After applause from the lab team, Jody expressed amazement, and Prof Callaghan remarked that it was a delightful story. Some of the other participants also commented on the story in the chat forum.

Contributions of two honours students (Carrol Moller and Janet Jooste)

Carrol, who discovered the Bee-Bot emulator online and introduced it to the LLITUP team, explained what the CIT assignment based on computers as mind tools entailed by describing the Bee-Bot activity she had done with her Grade 9 language class. Although at first, the learners were very uncomfortable, they were pleased with their final products and learnt much more than just the skill of giving directions. Even a shy learner was excited to provide feedback about the activity after class.

Janet's Foundation Phase lesson dealt with reading coordinates for Grade 3 learners using the Wild West map. She found that the situated learning that was enabled by using the Bee-Bots significantly improved learner performance. 'This experience opened up worlds for the learners', she said and pointed out that interactivity was central to this learning experience.



▲ Carrol Moller (left) and Janet Jooste (right), CIE honours students who participated in the Bee-Bot session.

MAKING HISTORY

– first online visual art education exam exhibition

By Deléne Human

On 10 November 2020, the Department of Visual Art Education in the Faculty of Humanities launched a first-of-its-kind online art exhibition. The opening attracted approximately three times more people than previous in-person events. After only one week, the online exhibition had recorded almost 5 000 visitors. Opening speeches were presented by the Dean, Prof Chika Sehoole, the Head of Department, Prof Johan Wassermann, the lecturer, Ms Deléne Human and the class representative, Ms Amoré Naudé. The third-year art education students whose works were on display then hosted two days of live panel discussions during which the viewers were able to engage with the artists directly.

The COVID-19 pandemic has changed our lives and the way we do things. Drastic shifts have occurred in the students' expectations and their reality. New ways of teaching and learning had to be considered, and online learning has become the norm. In this module, JKU 301, this challenge was embraced by integrating online platforms into how art was created and how it was displayed and used to reach large audiences.

As a result of many personal challenges, students faced a year of uncertainty. However, they also gained many new skills and attributes and rose to the challenge of presenting viewers with current socio-cultural, political and religious issues through art.

Students were asked to keep a lockdown diary as the point of departure for their year project. They had to create a body of work in which they critically and creatively identified a challenge or issue present in their real-life context. Through introspective discovery, students grounded their work in a contemporary South African (and in many cases global) situation and developed their artistic voices.

The chosen themes varied widely and included situations relating to personal identity, such as body image or shame; mental health challenges, such as anxiety and depression; challenges faced during lockdowns, such as access to hygiene or the smuggling of commodities, eg cigarettes and alcohol, which often resulted in corruption; religious debates; socio-cultural politics; targeted sexual and gender-based violence and abuse; parking and safety challenges; as well as other personal struggles. However, all the works created also carried messages of hope and encouragement.

In the past few months, the world has experienced a novel situation. To some extent, the worldwide pandemic seems difficult to comprehend or describe. We are still coming to terms with what is happening and the pandemic's ultimate effect on teachers, learners, and society. These uncertainties have stirred many emotions, not only within the art community but within all of us. Through it all, however, we see

how visual art is used to communicate with, educate and unite the public. In an attempt to deal with many of the socio-cultural realities, our students have created works that respond to their understanding of their surroundings.

Please visit the Facebook page Art Education UP to view the online exhibition at <https://www.facebook.com/Art-Education-UP-124126559434205/>.



Career Reach report: Tembisa West Secondary School

Young people from all over the world are essential and must be enlightened and empowered. Events such as Career Reach serve to remind them of the infinite potential only they can unlock. On Tuesday, 3 November 2020, some University of Pretoria lecturers and students from the Higher Certificate in Sports Science Education (HCSSE) programme attended a career expo and sports day at Tembisa West Secondary School. As we all know, 2020 had challenged us to become very adaptive to get our work done, so a few of the HCSSE students organised their roles in this event to make up for the practical hours missed during the national lockdown.

The day started with a prayer for the learners who would soon be writing their exams. This was followed by the career expo and soccer and netball matches between the learners, teachers and some of the HCSSE students. The Mtanmo Organisation hosted the event to motivate and encourage matric students—as their final exams approach—to not give up at any point in their journey towards their future and wish them the best of luck. Since many matrics tend to believe that their future is over if their results

are not quite as good as expected, this event was committed to pushing students to give their best while also embracing the fact that a destiny delayed is not a destiny denied. In alignment with this goal, there were several speakers—our very own students among them—who emphasised the wide variety of career options available to matrics and the possible courses that can be taken.

The incorporation of sports into an event such as this affirms the pivotal role of sports in developing communities through our youth. Sports bring people together, and everyone who was at the event can attest to this as our involvement with the Division Biokinetics and Sport Science in the Department of Physiology brought us together for the first time since the national lockdown began. Sports allow everyone to participate, whether as a team member or a spectator. It is both fun and challenging while also highly educational. It teaches learners how to work together and support one another. The skills learned in sports most certainly overlap those needed in life, which is why participation in sports is so meaningful.

STAFF NEWS

Dr Sello Galane – An extraordinary lecturer in our Department

Extraordinary lecturers are appointed based on their specialised expertise. Dr Galane is an expert in African music and has a strong background in curriculum development, with extensive experience in implementation, monitoring and evaluation at the national level gained over the past 20 years.

He has been assigned to the section in the academic programme of the Department of Humanities Education that forms part of the official course content on which examinations are set. Extraordinary lecturers may also supervise postgraduate students.

Dr Galane is an internationally renowned musician and composer, an arts education curriculum specialist, and has championed

African music and compositions based on research. His master's degree, awarded by the University of Cape Town, dealt with Kiba music (2003), and Malombo music was the topic of his PhD research (2008) at the University of Pretoria. He applied the findings arrived at in his master's and PhD research to produce 20 albums in the Free-Kiba music genre and established the annual Pula Festival of African Music, which was held for the 21st time in 2020.

Dr Galane has led the curriculum development writing teams of the Department of Basic Education (DBE) for more than 20 years and has 32 years' experience in both literary and performing arts education as a practitioner and chief national education policy expert. He is a SACE-registered educationist and a member of SAMRO, and an activist for transformative constitutionalism.

Over the years, he has composed, arranged, produced and directed music internationally, and his works have been



showcased both locally and internationally on numerous occasions. Locally his work has been showcased at the State Theatre, the Market Theatre, the Macufe Music Festival, the Mapungubwe Music Festival and the Joy of Jazz, and internationally in France, Washington DC and Senegal. He has also presented papers at organisations like UNESCO and PASME.

We welcome Mrs Sharon Mashau

Mrs Sharon Mashau joined the Faculty of Education as Head: Faculty Marketing and Communications on 1 October 2020. She has 16 years' experience in marketing and communications, ten of which were in the public and private higher education sectors.

The most recent positions held by her were Head of Communications and Marketing at the University of Venda, from September 2011 to November 2017; Head of Marketing and Communications at Monash University, from December 2017 to April 2018; and Schools Liaison Officer at University of the Witwatersrand, from June 2018 to September 2020. Her current role involves media liaison and acting as the Faculty newsletter managing editor, and managing the Faculty's appearance in other publications. She also oversees internal

and external communications, relationship building with unique visitors and external stakeholders, the Faculty website, events management, and photographic services management.

Mrs Mashau holds a BComHons (Marketing) degree from Unisa and BBA (Project Management and Management Practice) and Master of Management (Customer Relationship Management) degrees from the Southern Business School. She also holds various certificates in branding, communications, digital marketing, media and public relations.

She is currently an active member of the Public Relations Institute of South Africa (PRISA) and is certified by PRISA as a Chartered Public Relations Practitioner (CPRP). Throughout her career, she has acquired extensive expertise and many skills, including a unique leadership style and the ability to negotiate, delegate and manage team and individual performances.



Distance Education and Teachers' Training in Africa (DETA) Conference

The ninth Distance Education and Teachers' Training in Africa (DETA) biennial conference will again be hosted by the Unit for Distance Education in conjunction with the University of Pretoria's Faculty of Education and the South African Institute for Distance Education (SAIDE).

Theme:

Reimagining African teacher education through distance for a post-pandemic future

Date:

4 to 5 August 2021

Keynote speakers include eminent scholars from the field of distance teacher education. We invite you to join us at this exciting biennial conference that always creates a unique platform for practitioners in the field. More announcements will follow.

The Distance Education and Teachers' Training in Africa (DETA) Conference is an Africa-specific biennial conference that the University of Pretoria initiated in South Africa in 2005. The conference was introduced due to the pressing need for a unique platform for all faculties of education to share knowledge and deliberate on educational issues that affect Africa. DETA's primary objectives are to contribute to the debate on teacher training in Africa and build capacity to deliver appropriate African training programmes.

The journey so far:

- DETA 2005 – University of Pretoria, South Africa.
- DETA 2007 – Makerere University, Uganda
- DETA 2009 – University of Cape Coast, Ghana
- DETA 2011 – Universidade Eduardo Mondlane, Mozambique
- DETA 2013 – University of Nairobi, Kenya
- DETA 2015 – Mauritius Institute of Education, Mauritius
- DETA 2017 – College of Education, University of Rwanda, Rwanda
- DETA 2019 – University of Lagos, Nigeria

These conferences have attracted more than 170 educationists from more than 20 African countries.

DETA



distance education and teachers' training in africa
CONFERENCE



UP EDUCATION AT A GLANCE



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with doctorates



19

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4 Undergraduate programmes

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1 Higher Certificate in Sports Science
Education

Distance Education programmes

Postgraduate programmes

1 Postgraduate Diploma in Technical and
Vocational Education and Training

1 Advanced Diploma in School Leadership
and Management

10 BEd Honours, 16 MEd and
14 PhD programmes

STUDENT PROFILE

4 405

Total number of enrolled
undergraduate students

62.3%

Percentage of
black students

66%

Percentage of
female students

3 245

Total number of Distance
Education students

Total number of postgraduate students

164 PhD + **274** Master's + **402** Honours =

840



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