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In-tuition

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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.

Message from the Dean

Though the road is long, we continue to soldier on!

► *The Dean of the Faculty of Education, Professor Chika Sehoole*



It has been a bumpy road as we soldiered on through the first semester of the 'new normal' in teaching and learning. The Faculty has put in place robust plans to ensure a successful start to the academic year and the implementation of a continuity plan. This involved successfully launching online registration and an orientation programme, and the commencement of online classes. The Faculty worked hard to ensure that students will not be left behind with regard to their learning and will be provided with all the support they require.

We have put in place a comprehensive support programme for our postgraduate students to make sure that they can complete their studies in the minimum prescribed period, and in so doing fly high at UP. There has also been some investment in staff development, with a particular focus on postgraduate supervision of writing for publication and fundraising.

Research, teaching and learning, and community engagement are key mandates of the Faculty and despite the impact of the pandemic, the Faculty managed to perform well. During 2020, the Faculty of Education succeeded in meeting eight (66.6%) of the 12 indicators and eight (72.7%) of the 11 weighted indicators. What is particularly noteworthy is that improvement was recorded across 10 (83%) of the 12 indicators.

To mitigate the effects of the pandemic, the Faculty hosted a health awareness campaign in partnership with the Department of Student Affairs. Since then the country has seen a dramatic increase in the number of people infected with the COVID-19 virus, which led to the escalation of the lockdown level from Level 1 to adjusted Level 2 at the beginning of June, which was increased to

adjusted Level 3 by the middle of June. Since our students and staff were not spared, the suspension of contact lessons was introduced between 15 and 25 June 2021. We urge all our students and staff to behave responsibly by observing all the COVID-19 protocols: maintaining social distancing, sanitizing, wearing masks and regularly washing their hands.

As a result of the distance that has been created due to the 'new normal' many of us are working more at home than in our offices. Webinars, online lectures and the constant need to respond to our stakeholders have invaded our private spaces. In the midst of all the demands that are made on us, which are sometimes difficult to attend or respond to timeously, we have maintained our humanity and collegiality in dealing with each other as colleagues and stakeholders (students, parents and the broader public). Despite our already full, exhausting schedules, we receive a barrage of emails—some of which are from desperate students or parents—which require us to maintain our composure in responding to them.

We continue delivering the majority of our services virtually. These include research, teaching and learning, tutorials, seminars and workshops, events and meetings. The Faculty champions a systemic and coherent approach by exposing students to a combination of all three delivery modes (distance, blended and online) to ensure that graduates are equipped with the competencies and skills believed to be crucial for the 21st century, as envisioned. Through strategic collaborations and driven by our quest to respond to societal needs, the Faculty continues to 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 we are developing expertise in response to the needs of the education sector.

After the successful delivery of a Postgraduate Programme in School Leadership and Management, presented in Partnership with the Limpopo Department of Education and ETDP SETA, the Faculty has managed to secure a second cohort from Limpopo who will be starting their programme in October 2021. The Faculty has also successfully secured another cohort after partnering with Mpumalanga Department of Education and ETDP SETA in offering the Postgraduate Diploma in School Leadership and Management.

As we continue to also partner with other provinces with a view to renewing skills sets in education, we strive to build our reputation as the Faculty of Choice that makes a difference, and 2021 promises to take us to even greater heights.

Despite the unexpected trials and tribulations of the past semester and the devastating impact of the pandemic, the Faculty has proven its resilience. We have taken all possible measures to ensure the well-being of our students and staff, and to keep our relationships with our stakeholders intact.

Although the road ahead seems long and arduous, we will continue serving the public and our country well.

Yours in educating the nation,

Prof. Chika Sehoole
Dean: Faculty of Education



Fusing visual art and language

Early in May, Ms Delene Human, a lecturer in Arts Education, and Prof Rinelle Evans, responsible for various modules related to language and communication, hosted a four-hour workshop for third-year Education students at the Javett Art Centre.

The interactive and hands-on programme was based on an exhibition titled *Word Woes* by the renowned conceptual artist Willem Boshoff, who draws attention to many societal ills by using his exceptional ability to infuse his work with many forms of language—be it coded, Braille or symbols. His works ‘speak’ to the viewer in many different ‘languages’.

The morning started with a brief introduction to the theoretical aspects of social communication and how visual arts also send messages that need decoding. Students were informed on how the viewer’s schemata play a key role when interpreting an artwork. This was followed by an explanation of iconographic and iconological interpretation with a broader discussion of Boshoff’s current exhibition. Students were given a pre-session worksheet as scaffolding and the flipped classroom technique was used for much of the morning. Ms Human explained and demonstrated art techniques (rubbing and carving), after which students applied the techniques using various media.

Later the students split into two groups and, facilitated by two lecturers, interacted with a specific artwork. The artwork was chosen to demonstrate how knowledge cannot be compartmentalised and that history, politics, language, culture and even geography cohesively shape artworks.

The prospective teachers were informed on how to integrate other subjects into their art lessons. They also realised that it is important for teachers to have a broad general knowledge and keen observation skills, regardless of the subject they teach.

One student commented: ‘This was an awesome experience; it has opened my eyes to the importance of communication in all spheres and how we each have different opinions that are all valid.’

This workshop served as a pilot for a series to be hosted for in-service teachers later in 2021.



Faculty of Education holds free Health Screening Day at the Groenkloof Campus

On 19 May 2021 the Faculty of Education, in conjunction with Student Affairs, hosted a free health screening day on its Groenkloof Campus. The purpose of the event was to raise awareness of the importance of abiding by the COVID-19 regulations by encouraging employees and students to be tested without having to wait in long queues at clinics.

Employees and students were not only encouraged to be tested for COVID-19, but also to undergo different health screening processes to determine their health status.

Different external and internal stakeholders participated in the event and provided free health services ranging from testing for diabetes, blood pressure problems, cholesterol, HIV/Aids, COVID-19 and TB to calculating BMI and providing guidance on weight management. Other services provided included mental health services, raising awareness of substance abuse and

information on accessing free counselling sessions.

Stakeholders attending the event included the Department of Social Development, Tshwane Primary Health Care Services, the South African Depression and Anxiety Group, UP Student Health Services, FLY@UP, the Tshwane Leadership Foundation, ABSA and Lifeline Pretoria.

Both staff and students responded to the invitation to access the various services provided on the day, which resulted in a very successful event.



The South African National Geography Olympiad (SANGO)

The first South African online Geography Olympiad was launched in 2017 by the South African National Geography Olympiad (SANGO).

The SANGO (NPC: 2020/886551), in partnership with the Southern African Geography Teachers' Association (SAGTA, NPC: 2017/035174/08) and the Society of South African Geographers (SSAG, NPO: 222-089), is an online Olympiad consisting of 40 multiple-choice questions aimed at Grade 10, 11 and 12 Geography learners from across South Africa.

Dr Clinton van der Merwe (from the Faculty of Education at UP) was one of the founders of this initiative and serves on SANGO's National Steering Committee. In 2019, the Royal Geographical Society endorsed SANGO with a once-off financial sponsorship. This year's two-hour online Olympiad will be the fifth event of its kind, with Esri South Africa and Kartoza as the principal prize-giving sponsors.

For more information, visit our websites:
www.sagta.org.za and www.sango.org.za

If you would like to become a donor or sponsor, please contact Dr Van der Merwe (clinton.vandermerwe@up.ac.za).



▲ 2020 SANGO winner Johan Meintjies (Grade 11, from Hoërskool Oos Moot) with his Geography teacher, Ms Emsie Hamer, and Dr Van der Merwe (UP, SAGTA and SANGO)

Workshop on 'The art and science of scholarly writing' conducted by Prof Kobus Maree at the International Congress of Pedagogical Research (ICOPR)

The International Congress of Pedagogical Research (ICOPR), held on 15 and 16 May 2021, was hosted by the Universiti Utara Malaysia.

The COVID-19 pandemic has compelled educators and educational institutions to evaluate approaches to novel challenges in education and it is anticipated that the difficulties experienced will shape the applications for future remote teaching. Against this background, the main theme of the congress was 'COVID-19 and Education'. Since the effects of the pandemic have not yet disappeared, the congress was held online. Researchers were invited to present their papers synchronously via Zoom.

Prof Kobus Maree (Department of Educational Psychology, Faculty of Education) delivered the leading keynote address titled 'Rekindling people's sense of hope and purpose during the COVID-19 pandemic: The power of group (self- and career-construction counselling' and

presented a workshop on 'The art and science of scholarly writing'. The aim of the workshop was to assist participants in their endeavours to have their work published in scholarly journals. Participants who attended the workshop were asked why they wished to publish (e.g. for recognition, to push the boundaries of knowledge, test the water or challenge certain conventions). They were also guided through the steps in preparing manuscripts for submission, including the basic requirements when writing scholarly articles, establishing a group of critical readers, testing drafts in other forums (e.g. conferences and seminars), submitting manuscripts to language editors, studying and adhering to the various journals' author guidelines, contacting editors and responding to reviewer feedback.

Prof Maree addressed some common queries, mistakes and anxieties that plague postgraduate students and early career professionals in particular, and provided a forum for participants to seek advice, either on general topics or on their specific works intended for publication. The interactive

workshop offered many hands-on writing experiences and lively discussions of the challenges encountered in scholarly writing.



IAAP webinar: 'Addressing the career counselling needs of people with marginalisation'



▲ Prof Kobus Maree

Despite the fact that the employment prospects of people in both the Global South and the Global North are becoming more challenging, the career counselling needs of groups of marginalised people in particular have received only scant attention in research and literature.

To address this matter, Prof Kobus Maree, who specialises in educational psychology (subfield: career (construction) counselling), was recently approached by the International Association of Applied Psychology (IAAP) to chair an invited webinar titled 'Addressing the career counselling needs of people with marginalisation'. He drew on his passion and experience to organise and chair this prestigious event, which took place on 15 June 2021 and was attended by many Association members from across the globe. Five global leaders in the field who share Prof Maree's passion for and commitment to the plight of poor and marginalised people co-presented with him. They were:

1. Prof Jérôme Rossier, Vice-Rector: Human Resources, University of Lausanne, Switzerland and editor of the International Journal for Educational and Vocational Guidance
2. Prof Maria Eduarda Duarte, Professor in Counselling Psychology at the University of Lisbon, Portugal and incumbent of the UNESCO Chair in Lifelong Guidance and Counselling

3. Prof Meenakshi Chhabra, Associate Dean: Graduate School of Arts and Social Sciences, Lesley University, Massachusetts, USA
4. Prof Jonas Masdonati, Professor: Career Counselling, University of Lausanne, Switzerland and President of the European Society for Vocational Designing and Career Counselling
5. Prof Marcelo Ribeiro, Associate Professor, Department of Social and Work Psychology, Psychology Institute, University of Sao Paulo, Brazil.

Prof Maree commented:

'Individually and collectively presenters in the webinar dealt with possible ways to address the career counselling needs of people with marginalisation—especially people who mostly have no one to turn to for career counselling and whose profound sense of hopelessness, desperation, anxiety and sadness has touched us deeply.'

Centre for Diversity and Social Cohesion – Webinar series

On 16 April, Profs Laura Hauerwas of the Providence College, USA and Shea Kerkhoff of the University of Missouri–St Louis, USA presented their research on teacher education.

The title of their presentation was 'Preparing teachers to serve in a global landscape through critical global teaching'. They introduced participants to the special issue of the *Journal of Research in Childhood Education*, which they had edited together with Prof Sandra Schneider and in which Prof Saloshna Vandeyar published and invited paper titled 'Pedagogy of compassion: Negotiating the contours of global citizenship'.

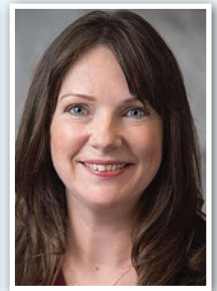
Profs Hauerwas and Kerkhoff shared a new framework for critical global teaching that offers four features of teaching praxis: glocality, reflexivity, interculturality and worldmaking. Glocality reflects practices

that are situated in connections between the personal, local, national and global. Reflexivity involves individuals examining motives for, and implications of their actions in a way that disrupts systemic dominance of one over another. A third feature addressed by interculturality is how individuals interact with one another from their understanding of diverse perspectives and identities.

Lastly, worldmaking is teaching that inspires imagination and actions ensuring justice and equity to sustain our world. Sharing this frame with the Faculty of Education at the University of Pretoria they continued the conversation with global educators who are transforming their practices to prepare teachers who will 'build a more just and sustainable global landscape [than] yet imagined' (Hauerwas, Kerkhoff & Schneider, 2021:199).



▲ Prof Laura Hauerwas



▲ Prof Shea Kerkhoff

Reference:

Boynton Hauerwas, L., Kerkhoff, S.N. & Schneider, S.B. 2021. Glocality, reflexivity, interculturality, and worldmaking: A framework for critical global teaching. *Journal of Research in Childhood Education*, 35(2): 185-199, DOI: 10.1080/02568543.2021.1900714.

Institutional culture – What needs to change?

The institutional culture at higher education institutions is widely recognised as a significant factor in shaping students and staff's experiences and sense of belonging. On 2 June 2021, Prof Saloshna Vandeyar from the Centre for Diversity and Social Cohesion in the Faculty of Education, was one of six panellists who spoke about what needs to change to transform the institutional culture at UP.

Prof Vandeyar argued that changing institutional culture depends on the answers to two questions: (1) How do systems need to be transformed? (This entails changes in respect of policies, initiatives and so forth.) and (2) What can individuals do to develop their effectiveness as change agents, despite the system? Her talk focused on the latter.

The institution has moved through a number of phases, namely colonialism, coloniality and the decolonisation of education. Prof Vandeyar argued that in order to achieve significant lasting and sustainable change, we need to decolonise the mind (Thiong'o, 1986). There needs to be a change in mindsets; in other words, deeply embedded beliefs, attitudes and values, all of which constitute the core or essence of a person, need to change. Subjective realities have to be addressed. However, she queried, are institutional stakeholders ready to 'decolonise their minds' and their ingrained belief and value systems after two and half decades of democracy in South Africa (Thiong'o, 1986)? Are they ready to unlearn, re-learn and fundamentally transform as

individuals? And are they familiar with the historical injustices and diverse intellectual debates within their disciplines?

Changes in beliefs and understanding are fundamental as they lead to changes in conception that relate to and influence knowledge, skills, materials, contexts and institutional culture. The challenge, however, is to negotiate the relationship between new change efforts and subjective realities embedded in individual and institutional contexts and personal histories.

Making use of very effective metaphors, such as mirrors, windows and the institutional mirror, Prof Vandeyar suggested a number of ways in which the institution could consider changing its culture. She also highlighted issues such as the 'ethos of reception' and drew attention to 'first- and second-order' changes, 'equality of cultural trade' and the 'invisible knapsack', to name but a few. She emphasised the need to aim to create an inclusive culture in which all can experience a sense of belonging and feel at home. Furthermore, for sustainable educational change to happen, it needs to be a university-wide initiative. Of special interest was the novel theoretical framework of Pedagogy of Compassion that she developed (Vandeyar & Swart, 2016) and which consists of the following tenets: dismantling polarised thinking and questioning one's ingrained belief system and changing mindsets by compassionately engaging with diversity in educational spaces and instilling hope and sustainable peace.

Prof Vandeyar concluded her talk by claiming that the 'colonial ghost of institutional culture' will only be exorcised if we deal with what Ramphela (2008) calls 'my own ghosts'. Any attempt at changing the institutional culture that ignores attempts at changing mindsets will be futile and at most superficial and cosmetic in nature. The will, agency and change in the mindsets of institutional stakeholders are key to changing institutional culture.

Prof Vandeyar's notion of the three Rs are: Restore, recognise and respect human dignity. We are so busy focusing on people's outer appearances (shells) that we forget to nurture the soul within.

References:

Ramphela, M. 2008. *Laying ghosts to rest: dilemmas of the transformation in South Africa*. Cape Town: Tafelberg Publishers.

Thiong'o, N.W. 1986. *Decolonising the mind: The politics of language in African literature*. London: J. Currey.

Vandeyar, S. & Swart, R. 2016. *Education change: A case for a pedagogy of compassion*. *Education as Change*, 20(3):119-131.



▲ Prof Saloshna Vandeyar

CEA staff members attend the 6th PIRLS 2021 NRC meeting

A virtual Progress in International Reading Literacy Study (PIRLS) 2021 scoring meeting held from 1–4 March 2021 was attended by Prof Surette van Staden, Dr Karen Roux, Mr Gabriel Mokoena and Mr Mishack Tshele.

The first day's discussions focused on general logistics, such as the status of data collection, the revised schedule of the study and guidance on collecting data during the COVID-19 pandemic. The meeting also dealt with the PIRLS Encyclopedia, to which each participating country contributes a chapter containing an overview of its education system.

The remainder of the meeting included discussions on the scoring of the PIRLS 2021- constructed response items, focusing on principles, training procedures and the planning and implementation of the scoring process. Liz Twist (National Foundation for Educational Research, England) led the scoring sessions, which were divided into literary and informational blocks. The literary block dealt with constructed response items based on the literary passages, whereas the informational blocks dealt with informational passages.

South Africa is currently printing the PIRLS 2021 instruments, contacting participating schools and attending to the final stages of the layout verification. The CEA team will commence with data collection in August.



CEA hosts PIRLS webinar

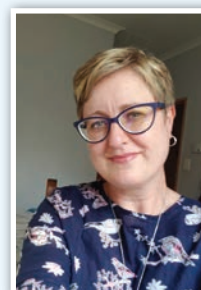
As part of the Centre of Evaluation and Assessment's (CEA) dedication to enhancing dialogue around the South African Progress in International Reading Literacy Study (PIRLS) results, the CEA hosted a webinar series with the theme 'Understanding PIRLS: Investigations, results and discourse'. The webinar series was presented during March and the speakers included Prof Surette van Staden (Director of the CEA), Dr Karen Roux (a researcher at the CEA) and Prof Martin Gustafsson (Stellenbosch University).

Prof Van Staden's session explored the PIRLS 2016 benchmarks, which range from a low benchmark where Grade 4 learners can only access and retrieve explicitly stated information from the text, to an advanced benchmark where learners begin to evaluate the effect of the author's language and style choices on the reader. These benchmarks assist in interpreting the PIRLS results as they describe achievements at four points along the PIRLS scale. During the last round of PIRLS, it was found that the majority of South African Grade 4 learners performed below the low benchmark.

Dr Roux's presentation, which was based on part of her PhD thesis for which she had investigated the equivalence of the PIRLS 2016 assessment instruments across English, Afrikaans and isiZulu, focused specifically on the linguistic equivalence of a

limited-release passage that was completed by both Grade 4 and Grade 5 learners. Linguistic equivalence entails comparing the source text and the translated text to see whether there are any infelicities in terms of word and linguistic meaning. Even though the limited-release passage was considered to contain easy language structures and familiar words, South African learners struggled with this text.

Prof Gustafsson's session focused on the differing trends between PIRLS 2006, 2011 and 2016, and provided new insights into the microdata of PIRLS across the different cycles. He explained that there are some promising signs of growth in learner achievement, with South African Grade 4 learners showing an encouraging annual increase, which was the third steepest increase recorded in the participating countries.



▲ Prof Martin Gustafsson (Stellenbosch University), Prof Surette van Staden and Dr Karen Roux

"Simplified, active, and student-centered" – LLITUP in 2021

By Annèl van Rooyen and Jody Joubert

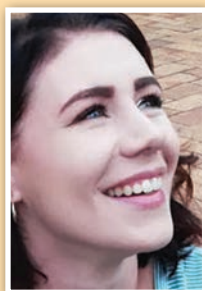
While 2021 promises the exploration of innovation, we are also focused on simplification, active learning, and student-centeredness this year. To promote simplicity, we aim to achieve the same results with less expense i.e. working smarter, not harder. We would also like to design for active learning in any given context; be it synchronous, asynchronous or even "multi-platform teaching" as Jody calls it.

A key focus of such active learning is student-centered planning and teaching. We aim to ensure that even teaching in an online environment revolves around the student. Instead of planning for

interactions (e.g. sessions and workshops), we aim for inter-ACTIONS, where the flow of action moves from student to student, to student and content as well as between lecturer and students continuously.

In this issue, we introduce the new LLITUPians, explore an award for innovative teaching in 2020, introduce our discussion on learning experiences, and showcase OPV212 training aimed at online, active learning. We also look at how a matrix can provide a visual overview of outcomes and assessments. In Froggy's Tech Corner, the potential of Jamboard and Zeoob is explored.

Meet the new LLITUPians



▲ Corlia Smuts

How did you choose Computer-Integrated Education as your postgraduate field of choice?

As a practicing teacher in the 21st century, I became acutely aware of how much my students are learning (and still need to learn) in order to adapt to a world that changes on a daily basis.

This need to learn and adapt to a world outside of school that is now so proliferated with technology, was further emphasized by the pandemic and how schooling practically had to

change overnight. Therefore, when it comes to the future of education, technology has to be part of the conversation to which I would like to contribute.

Share your experience of CTM710 and CIT720 with us

It has been an incredible learning experience - I have grown so much as a teacher and as a person. I have tried to practically apply everything I have learned to my classroom. I can definitely assert how much it has changed my teaching as well as my students' way of learning and their overall classroom experience. CTM and CIT specifically have also changed the way I view teaching and learning and how many possibilities CIE can create for both learners and educators.

What is your vision of your contribution to the LLITUP lab?

For lack of better words: Good vibes! I still have a lot to learn and I can't wait to find my place and add value wherever I can (and of course being part of an incredible team!)

What part of LLITUP (we know you've only had a quick intro) excites you the most at this stage?

The potential - Not only to learn from all of my colleagues, but also to have a space to explore and create as much I can. The possibilities are endless.



▲ Fariyah Jaffer

How did you choose Computer-Integrated Education as your postgraduate field of choice?

I vividly remember OPV 312 as if it were yesterday. Prof Callaghan showed us something to do with Science and an augmented reality application. I was absolutely astounded, to say the least. I left that lecture hall knowing that this is my field now and this is what I am going to do moving forward. When Honors applications came around, I was elated to know that there is an entire programme where I could finally enjoy and explore all these, literally, endless

possibilities. With the way the world of education is progressing, Computer-Integrated Education is a definite answer to where teachers need to be right now and that is where I am positioning myself. My uncle once said that "We have to embrace innovative ideas and a new way of looking at the world. If we don't, we will cease to exist". This is undoubtedly just the beginning of my journey.

Share your experience of CTM710 and CIT720 with us

In all honesty, the pandemic dampened my spirits at the beginning, but the tremendous passion I felt from behind the screen of the CIE team, really motivated me to push my own boundaries and unlock some of my potential. I felt immense growth and it was evident when I received my results. These courses also showed me that we need to adapt to overcome, and old ways do not open new doors.

What part of LLITUP excites you the most at this stage?

Definitely everything! As cliché as it sounds, I am undoubtedly like a kid in a candy store as there is so much to explore, create and just experiment with. I am completely enraptured.

What is your vision of your contribution to the LLITUP lab?

I think my vision is to be invaluable to the LLITUP Lab and the team. I might not bring a whole lot to the table at this point in time, but I am ready to unleash the rest of my potential while surrounded by an excellent team!



OPV312 receives the ClickUP Dreamteam Award in 2020

Compiled by Annèl van Rooyen

During an online award ceremony at the end of 2020, LLITUP received the great news that one of our joint modules, OPV312, earned an award.

This semester module, focused on globalisation and its impact on education, is jointly presented by the EMPS and SMTE departments. According to Prof Salome Human-Vogel, the criteria to receive this award was focused on lecturer and student activity in the course.

Based on data provided by Education Innovation, it was found that this module portrayed equal levels of involvement, both from the students and the lecturers. From LLITUP's side, we created 7 discussion forums and ensured to actively monitor and

contribute to students' discussions. It was this experience that made us as LLITUPians realise the value (and pitfalls) of discussion forums.

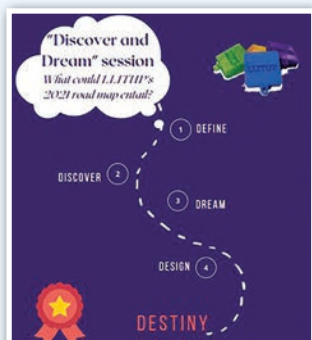
Such an effort to involve more than 1000 students actively, was not possible without a big team of lecturers and tutors. The module coordinators were Dr N Sing from EMPS's side and Ms. G Mthelebofu from SMTE. The EMPS team consisted of Mr. J Botha, Dr C Malatji, Mrs. O Agbaje and Ms. R Beyers. The SMTE team consisted of Mr. J Joubert, Mrs. A van Rooyen, Mr. M Mampa and Ms. D Matsemela. Prof Callaghan, the SMTE HOD, expressed her pride in the number of academic personnel, and specifically part time lecturers in OPV312 at SMTE, for their loyalty and excellent work. She praised the success of the module and everybody's excellent performance with their teaching and learning.



▲ The ClickUP Dreamteam Award certificate

Creating dynamic learning experiences

by Annèl van Rooyen and Prof Ronel Callaghan



The term 'learning experiences' has captured our thoughts and made way for quite a few meaningful discussions on what the concept entails.

On 15 March 2021, the LLITUP team and others involved in SMTE had a "Discover and Dream" session where we considered how LLITUP can contribute to the design of such learning experiences.

The conversation went further into an exploration of our own course designs to determine to what extent Learning Experience Design (LXD) is inherently already visible in our own practices. The conversation is ongoing and developing as our understanding of LXD deepens. Watch this space!

◀ Invitation to the first "Discover and Dream" Session

E-vents OPV212 training on active learning and discussion boards

Dr Lindiwe Mokotjo ensured to equip her team of lecturers, tutors, and teaching assistants for 2021's teaching with an in-depth training session on the 26th of February 2021. LLITUP's Gontse Mthelebofu shared her experience in designing discussion forums and Jody Joubert hosted an interactive session on active teaching and learning.

Gontse's approach to online discussion forums is founded in the Community of Inquiry model. After introducing the attendees to the model, she provided practical guidelines on the design of discussion forums. Here's some practical advice that others can also take from Gontse's experience:

- Release the discussion forums gradually throughout the course
- Monitor students' activities (more in the beginning, and less later on)
- Be clear about the objective of the discussion board. This can include preparation for a session; reflection after a session; debating a topic; an opportunity to acquire knowledge about a topic
- Use prompts that extend beyond textbook materials e.g. YouTube videos, articles, illustrations, complex problems, and scenarios.
- Include open-ended questions that allow for multiple viewpoints.

- Provide scaffolding on the discussion forums by dividing the learning into smaller chunks, with clear instructions, and by using visual aids.

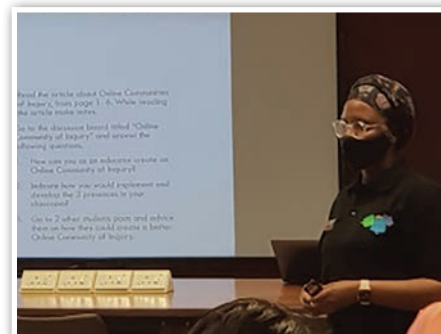
Gontse provided an example of a poor as well as a satisfactory discussion forum post. This was aimed at lecturers who want to elicit active learning, critical thinking, and engagement.

For Jody, two key values drive his teaching:

"Work smarter, not harder." and ***"Show, do not tell."***

During his session, he made the attendees do SWOT analyses of themselves in relation to the module. This introduced the value and use of interactive lesson planning while using games. This links in with board game planning (a visual lesson planning format that incorporates smaller nuggets of teaching and active student engagement). Jody emphasised the importance of the communicated outcomes in all lessons. "Students must know where / what block 100 in the board gamed lesson or series of lessons is."

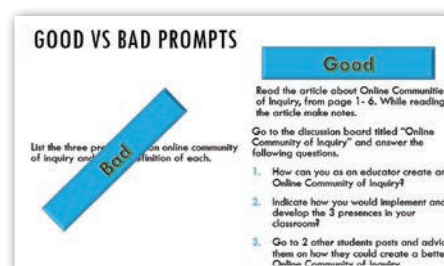
During another session, Jody had the attendees gain practical experience in group-based app exploration. The attendees explored apps like Poll Everywhere and Photo Circle and considered how these apps can be used in their own contexts. From the attendees' facial expressions and valuable feedback, it was evident that there is room for apps and active learning in OPV212 this year.



▲ Gontse in action



▲ Attendees participating actively



▲ Attendees participating actively



▲ **Back:** Thabo Tshobo, Anel Schoeman, Janine de Bruin, Stephan Dippenaar and Silindile Mabasa. **Front:** Jody Joubert, Gontse Mthelebofu, Lindiwe Mokotjo, Kgothatso Malatji and Prudence Lukhele.

E-learning with a bloom's taxonomy matrix

Compiled by Annèl van Rooyen

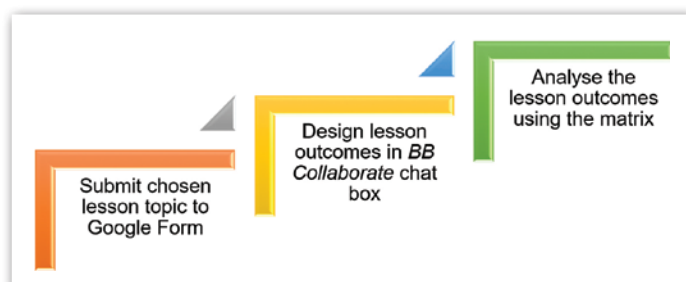
2021 saw the redesign of two of the modules presented through LLITUP. JLT330 and OPV312 have both turned over a new leaf, but with LLITUP's 2021 vision in mind, we re-examined our activities and approaches to teaching and learning without re-inventing the wheel.

Instead, we used what worked well in the past and adapted it to be even more streamlined and well-suited for the online teaching and learning environment.

During this endeavor of redesign, Jody Joubert needed a tool with which to visualise the extent of an outcome. He wanted to be able to assess his outcomes before determining the relevance of the assessments that accompany these outcomes. This is done with one of LLITUP's favourite planning models in mind, i.e. Backward Design. The model entails that assessment is considered only after the outcome has been determined.

Jody kept to the following thinking steps to come up with a Bloom's Taxonomy matrix that succeeds in analysing the correlation among outcomes and assessment. This taxonomy considers two key elements - the six levels of Bloom's Taxonomy on the horizontal axis and the knowledge, skills, and attitudes domains on the vertical axes.

While this matrix was developed as a tool to analyse the redesign of module outcomes and the associated assessments for JLT330, it was also applied as teaching resource during an online JLT330 lecture.



▲ Use of the Bloom matrix during JLT330 class

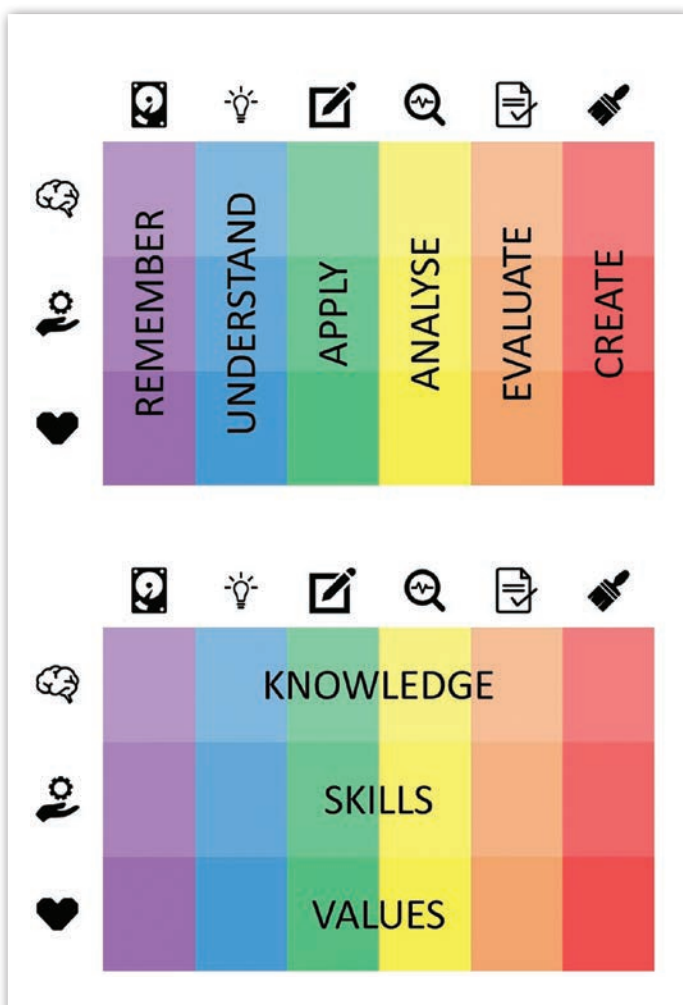
Students had to attend the online class with a chosen topic for a lesson in mind. This was then used in class following the process as indicated below.

Once the matrix was applied, as can be seen in the example above, an outcome and its associated assessment is linked to both a cognitive level as well as domains of knowledge, skills, and/or attitudes. This completed matrix was designed during the planning of the updated JLT330 module.

While JLT330 students used this matrix to analyse their lesson outcomes, Jody believes that this tool has the potential to assist Computer-Integrated Education (CIE) Honours students doing CTM710 to analyse their outcomes at a higher level.

This tool can also be used to assist students in escalating the level of their outcomes. Where low-level outcomes dominate, the visual overview provided by the matrix can easily assist with the identification of which outcomes and assessments need to be more cognitively challenging while employing relevant knowledge, skills, and values at various levels.

This tool can still go a long way in helping educators analyse their planned teaching and learning in a more visual way. The matrix's colourful and picture-based nature makes it accessible, easy to understand, and visually stimulating to use.



▲ The six levels of Bloom's Taxonomy on the horizontal axis



▲ The completed matrix for JLT330's outcomes and assessments



Froggy's Tech Corner *Tech according to Fariyah Jaffer: Google Jamboard and Zeoob*



What is Jamboard?

While the name might sound like a DJ's turntable, it is quite the opposite. *Jamboard* is a collaborative digital whiteboard that can be conveniently integrated with *Google Classroom* and *Google Meet*. This allows every student to see the presentation as if they are the ones presenting. While Jamboard is available as a physical interactive whiteboard screen, it is quite exorbitantly priced and does not offer any more extravagant capabilities than the free version, so it is best to stick to the free version.

How can Jamboard be used?

It can be used to connect the dots while explaining concepts. It can also be used to illustrate concepts (that is if you are a good artist with a mouse in your hand!)

Introducing Zeoob

With the rise of social media platforms, students frequent these platforms and have become experts in them. So, why not integrate them into their learning too? It might give students a sense of "knowing" and possibly increase their motivation to learn.

Despite its very strange name, Zeoob is a social media generator. The intended purpose of the website is to create "fake" social media posts as a digital marketing tactic. Yet, this can definitely be used to create fake social media posts for educational purposes.

There are always innovative ways to capture students' attention to learning content! It is very simple to create, and looks very authentic if you keep to the regular social media "rules" (i.e. 280 character limits for tweets).

You can create Facebook, Tweet and Instagram posts and chats, as well as Snapchat snaps and WhatsApp and iPhone chats.

To begin "jam-ing", follow these steps:

1. Access the Jamboard app on Google.
2. Once you have opened the app, click on the plus icon to begin your "jam" session. A "jam" is a blank presentation on the Jamboard application.
3. As a user, you can do the following on your jam:
 - Change the background of each slide in the jam
 - Write or erase with a stylus or mouse
 - Type in a word box for those of us who cannot write with a mouse
 - Add sticky notes and shapes that can be resized and rotated as preferred
 - Images can also be added through uploading from a device laptop, URL, Google drive, camera, or a quick Google image search
4. Download and share the Jamboard from any device compatible with Google

Let Jamboard unleash your potential to create innovative presentations!

Examples of social media posts that can be made using Zeoob:

- Tweet:** Kamogelo Seema · Following
ACTIVE AND MOBILE LEARNING! Active and mobile learning is the best method that encourages flexibility in the classroom. This means less teacher talking and more learner engagement. It is focused on the learner more, as the learner can gain more knowledge through being actively involved in the learner, making use of any mobile or technological resource like a computer for more information. This encourages the learner to become more interested in learning. Try it as a teacher and you will thank me later.
- Facebook Post:** Active and Mobile Learning · Follow
University of Pretoria
The future of education is going to look very different. We are calling all students to start engaging and broadening the borders of the classroom through active participation through mobile devices which create the opportunity to learn anywhere at any time.

▲ Step-by-step guide on creating a Jam on Jamboard

▲ Examples of social media posts that can be made using Zeoob

UP Faculty of Education confers an honorary PhD on Prof Reitumetse Obakeng Mabokela

By Sharon Mashau, CPRP

The Faculty of Education at the University of Pretoria is proud to have conferred an honorary doctorate on internationally renowned Prof Reitumetse Obakeng Mabokela, a South African by birth, during its virtual graduation ceremony held on 7 May 2021.

Prof Mabokela is the Vice-Provost for International Affairs and Global Strategy and Professor of Comparative and International Higher Education at the University of Illinois at Urbana-Champaign. She received her bachelor's degree in Economics (cum laude) from the Ohio Wesleyan University, and a master's degree in Labour and Industrial Relations and a PhD in Educational Policy Studies from the University of Illinois at Urbana-Champaign.

She has distinguished herself as a leading national and international scholar and researcher in the field of comparative and higher education. Her work so far has demonstrably impacted and indeed

advanced the field, and during her academic career she has, in recognition in both the United States and across the international community, been able to secure more than \$30 million in funding to support her scholarly endeavours. Prof Mabokela's singular intellectual contribution to higher education resides in her research focus and interest in which she seeks to understand and document experiences of marginalised populations in institutions of higher education with a view to informing and influencing institutional policies that affect those groups.

Her scholarly work focuses on three interrelated themes, namely organisational change and organisational culture in higher education; gender in higher education; and higher education in transitional societies. She is the author, co-author, editor or co-editor of seven books and more than 60 scholarly publications in prestigious academic higher education journals. She has received several awards and honours,



▲ Prof Reitumetse Obakeng Mabokela

which include the Fulbright International Education Administrators (IEA) Program Award, Best Senior International Officer Academy, Duke University, and the Academic Leadership Program Fellowship.

Prof Teboho Moja receives an honorary doctorate from UP's Faculty of Education

By Sharon Mashau, CPRP



▲ Prof Teboho Moja

Prof Teboho Moja is another professor who received an honorary doctorate from the Faculty of Education at the University of Pretoria during a virtual graduation ceremony held on 7 May 2021.

Her contributions to South African society are embodied in her work, which interweaves policy, politics and activism in her academic profession to benefit society

in general. These contributions date back to the mid-1980s. As a higher education activist, she was involved in initiatives such as the National Education Policy Investigation (NEPI), which challenged apartheid policies and made meaningful intellectual contributions by raising social justice issues that informed post-apartheid higher education policy.

Her work has extended beyond South Africa to include the broader African continent, where she has been engaged in advocating for and contributing intellectually to advances in the transformation of African higher education. She has worked tirelessly to forge collaborative relationships across geographic boundaries to promote the development of higher education in South Africa and on the continent. She is still actively involved in leveraging the African diaspora to strengthen African higher education through her service on the Carnegie African Diaspora Fellowship Program (CADFP), an initiative that aims to bring the African diaspora to African universities to participate in collaborative research, curriculum development and postgraduate student mentorship. She

is the founder and editor-in-chief of the *Journal of Student Affairs in Africa (JSAA)*, which was launched in 2013 and has received accreditation from the Department of Higher Education, Science and Technology.

Prof Moja is a sought-after conference speaker and has, as keynote speaker, addressed at least 18 international conferences and events in diverse geographic locations across the US, Europe and Africa.

She is the recipient of numerous awards, including New York University's MLK award (2019), the prestigious NRF Lifetime Achievement Award, awarded to individuals who have made extraordinary contributions of an international standard and impact to the development of science in and for South Africa over an extended period (2019), and the Women in International Education award conferred by the Global Leadership League in Berlin (2019).

Her intellectual and public contributions embody the UP vision of 'knowledge that makes a difference' to the development of South Africa, Africa and the Global South.

Family's double PhD journey over eight years

By Dr Eugene Machimana and Sharon Mashau, CPRP

For Drs Eugene Machimana and Nondumiso Machimana, the past eight years during which they pursued their PhD degrees in the Faculty of Education at UP have been both exciting and challenging.

'It is such a joy to have concluded this chapter of our academic studies and to finally have time to invest in our family and the community,'

said Dr Eugene Machimana.

The next chapter in the Machimana's lives promises to be equally exciting as both are passionate about education and would like to focus on this critical sector.

The success of any academic journey depends in part on the quality of the supervisor-student relationship. Eugene and Nondumiso appreciate the fact that they were mentored by expert supervisors. While writing his thesis titled *Retrospective experiences of a rural school partnership: informing global citizenship as a higher education agenda* (2013–2016) for his PhD in Learning Support, Guidance and Counselling, Eugene Machimana was supervised by Dr Maximus Monaheng Sefotho and Prof Liesel Ebersöhn (Department of Educational Psychology).

There was no break for this couple as Nondumiso Machimana registered for her PhD in Curriculum and Instructional Design and Development [CIDD] in 2017, immediately after her husband had completed his. She was supervised by Dr Gerhard Genis and successfully completed her thesis titled *Language-learning strategies of English second-language learners participating in peer tutoring* in 2020.

The academic journeys of this couple required many sacrifices as they could not continue with life as usual during their studies and they both had to re-adjust their family, work and social lives. Eugene



▲ Drs Nondumiso Machimana (Research Psychologist) and Eugene Machimana (Senior Education Consultant: Community Engagement)

and Nondumiso had to support each other, which included having to be 'single parents' while each one in turn was focusing on studies for four years. Their sons Tomtenda Machimana (8) and Minkateko Machimana (5) had to accept that they could not always have both parents to care for them and enjoyed very few holidays while their parents were studying.

Eugene and Nondumiso commented as follows: 'We would like to thank our families (the Machimanas and Majozis), pastors and friends for their unwavering support throughout our academic journey. Special words of appreciation go to Mrs Wilna Swart, who edited both our PhD theses, for her exceptional language editing skills. Last but not least, we give glory to the Lord for His steadfast love and kindness in our lives.'

Dr Joyce West's PhD journey By Dr Joyce West

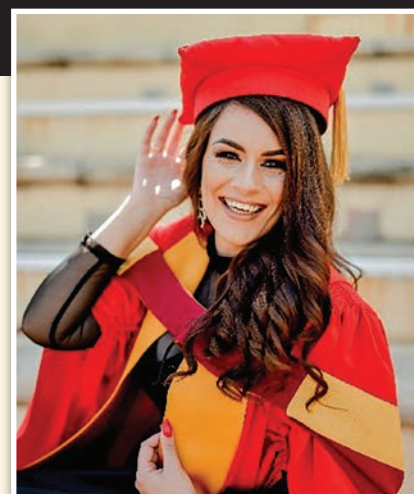
My name is Joyce West and I am a lecturer in the Department of Early Childhood Education at the University of Pretoria. I was awarded my PhD by the Department of Humanities Education for a thesis titled *Student teachers' degree of ethnocentrism: Attitudes and beliefs about language*, completed under the supervision of Prof Rinelle Evans. I graduated during a virtual graduation ceremony on 7 May 2021.

My PhD research shed light on the interwoven nature of ethnocentrism and social identity, and how they relate to our attitudes and beliefs about language-in-education issues. My findings can assist universities in developing teacher training curricula that challenge students to evaluate their own degree of ethnocentrism and become aware of how it could impact their future classroom practices. My PhD journey has taught me resilience and commitment, which are skills

I believe all UP graduates need to succeed in life. I will therefore always challenge my students to develop those skills.

My future plans are to complete postdoctoral studies at the University of Granada in Spain. I also want to establish a reading research centre at the University of Pretoria where undergraduates and postgraduates can practically apply their skills and explore and investigate the complex phenomenon of reading in the early years.

The best advice I can give students is to not simply follow their dreams, but to consciously chase after them by setting goals and to 'keep walking' when times get tough (and oh, they will), as my PhD supervisor always said. Finally, thanks to Brené Brown (famous American author, researcher, etc) who made me realise that research is not merely a project that you aim to complete, but a multi-layered story



▲ Dr Joyce West

that you are trying to tell, and that in order to tell a good story you need to know all the ins and outs, which requires deep diving. I therefore advise postgraduates to view their studies as stories that need to unfold.

The grass to grace life experience of a PhD student at the University of Pretoria

By Dr Martin C Ekeh (Department of Early Childhood Education)

When my supervisor, Dr Roy Venketsamy, co-supervisors Prof Ina Joubert and Dr Susan Thuketana, family members, friends and colleagues started addressing me as Doctor Ekeh from November 2020 it felt altogether unreal. This changed on 7 May 2021 when I received my certificate, which clearly stated that I had been granted the rights and privileges of a Doctor of Philosophy (PhD) in Education.

This journey, which ended on 7 May 2021, began in 1998. After writing my Senior School Certificate Exam (SSCE or Matric) I left high school without having passed any subjects except my home language. I was depressed, especially when I saw my classmates going on to further their education. I believed that I was a failure and almost gave up, but my mother begged me to try again. She said: 'My son, you are my first child. If you refuse to further your education because of failing SSCE, then your younger brothers and sister will follow your example.

Please re-register and start over again'. I listened to the wise counsel of my mother and repeated the SSCE exam. I received credits for some subjects and proceeded by enrolling at a college of education. I was mocked because I chose to study early childhood education, which is not a field normally chosen by males. On one occasion a close relative remarked that I would never excel beyond being a primary school headmaster because of my choice, and one of my mother's colleagues wanted to know why, with so many other options, I had chosen to study a course intended for women. As I reflected on that question, I wondered whether early childhood education was really exclusively for females, as if young learners did not also need male teachers as role models.

After graduating from the college where I obtained the Nigeria Certificate in Education (NCE), it was as though a flame had been ignited in me and shortly afterwards I enrolled for my first degree, which led to my employment as a graduate assistant lecturer. This happened because at the time there was shortage of males who studied early childhood education, so my mockers became my praise singers. Subsequently I completed a master's degree in early childhood education, which prepared me for the PhD programme.

My arrival on South African soil on 27 April 2018 marked the beginning of my journey towards obtaining a PhD degree. On 2 May 2018 I met with my first supervisor,

Prof Ina Joubert, and co-supervisors at the time, Dr Roy Venketsamy and Dr Susan Thuketana. During our first meeting they helped me to put my research idea into perspective and on the same day a timeline was drawn up for my studies. Shortly after defending my research proposal, my first supervisor retired and handed me over to Dr Roy Venketsamy while she and Dr Susan Thuketana became my co-supervisors.

When Dr Venketsamy became the leading supervisor, I immediately felt I was in trouble, and I would indeed have been if I were a lazy student. However, it turned out that I had been given a supervisor who works like a typical Nigerian electricity generator that never stops generating power, which made me wonder whether he ever slept. He was always on time and often gave me feedback earlier than I expected. It became clear to me that he always managed to meet the demands made on him by all his postgraduate students because he loves his job and is totally dedicated to it.

My supervisor drilled me academically and I am currently enjoying the fruits of the training, knowledge and expertise I received from him. I became a teaching / research assistant under his supervision and soon noticed that I had learnt how to conduct research, write articles, peer review articles and critically read research proposals and theses. He also taught me the art of academic writing and together we have already submitted six academic articles for publication, of which three have been published and three are currently under review.

While I was a student and contract employee at the Department of Early Childhood Education, I was fortunate to be exposed to different aspects of academic life. I completed my PhD thesis within 19 months, in June 2020. After much hard work and many sleepless nights, I had finally reached the end of my journey. I submitted my thesis for external examination.

This was possible because I had supervisors who were unrelenting regarding the timeline they had agreed upon with their student. Though I was still a student, Dr Venketsamy and his co-supervisors had long since started seeing me as their colleague because of the investment they had made in me.

They gave me the opportunity to grow and taught me administrative procedures and



▲ Dr Martin C Ekeh

how to handle issues between students and staff. Consequently, the things I learnt from them not only resulted in my PhD, but also made me the person I have become.

I have to admit that this PhD did not come to me easily. I had a rough time studying and spent many long hours on campus, from early morning until evening. Sometimes I had to walk back to Sunnyside, where I lived, because there was no transport. I was not used to sitting down and studying for long periods, but I soon found that studying for 10 hours and more at a stretch had become the norm.

The Research Commons on the Groenkloof Campus became my living room while my residence was only the place where I went to sleep. Sometimes I did a lot of searching for information and a great deal of writing, only for it to be rejected by my supervisors. However, I persevered and perfected my academic writing skills.

I remain indebted not only to my supervisors, but also to Ms Sonja Delpont, the subject specialist at the Department of Early Childhood Education who taught me how to use a database and Endnote. I would also like to thank my wife and children, who endured my absence to allow me to focus on my studies, and everyone who contributed to making my dream a reality.

Karen Roux, researcher at the Centre for Evaluation and Assessment, awarded a PhD during the Autumn Graduation Ceremonies



▲ Dr Karen Roux

Dr Karen Roux was awarded a PhD in Assessment and Quality Assurance at the Faculty of Education's virtual Autumn Graduation Ceremony in April 2021 for her thesis titled *Examining the equivalence of the PIRLS 2016 released texts in South Africa across three languages*.

Her study, which was prompted by South African Grade 4 and 5 learners' poor reading literacy comprehension that became evident during the Progress in International Reading Literacy Study (PIRLS) 2016, explored the equivalence of English, Afrikaans and isiZulu Grade 4 and 5 texts and items during PIRLS 2016. She made use of a sequential explanatory mixed- methods approach.

During the first quantitative phase, she analysed the PIRLS 2016 data by using Rasch Analysis to determine whether any of the items displayed measurement invariance. During the second qualitative

phase the texts and items were analysed according to macro, meso and micro levels of equivalence.

Her findings indicated that there is no measured evidence of consistent differential functioning of items for any particular language. One important aspect of international large-scale assessments, such as PIRLS, is to ensure that the test instruments are equal across the different languages and cultures, and the South African PIRLS 2016 tests showed that even though speakers of different languages wrote the same test, there was no item bias towards any of the languages.

Dr Roux's thesis provides new insights into the South African PIRLS 2016 assessments in terms of learner achievement, differential functioning of items, translation matters and, most importantly, whether these texts were equivalent across languages.

Dr Adebunmi Aina



▲ Dr Adebunmi Aina

Dr Adebunmi Aina, who is a part-time lecturer in the Department of Education Management and Policy Studies, recently completed her doctoral degree in the Department of Early Childhood Education. She plans to use her newly acquired knowledge to make a positive impact on the way she carries out her responsibilities at the University, for example by offering quality teaching and learning to the students, building effective relationships with colleagues and mostly by conducting further research studies in her area of specialisation.

Her advice to colleagues who aspire to further their studies can be summarised in three words: planning, discipline and asking for advice. She points out that the first, namely planning, is vital to achieving any goal: 'There should be thorough planning regarding incorporating your job responsibilities and your studies. Your planning must be detailed to the point of stating exactly what you want to accomplish daily regarding your studies, maybe writing two sentences every day on your thesis.' The second important requirement is discipline. She emphasised that without self-discipline a person would hardly be able to achieve any goal and continued by saying that there will always be at least one reason for not doing what you planned to do, but a disciplined attitude will keep you going. The third vital point that helped her to achieve her academic dream (which was to obtain a PhD within the stipulated period of three years) was seeking help from God and the people around her: 'I sought help from colleagues and friends when I was overwhelmed and stressed as a result of having to combine studying and work responsibilities. Kind words and academic advice from colleagues and friends kept me going when I felt like giving up.'

Dr Xolan Khohliso



▲ Dr Xolan Khohliso

Dr Xolani Khohliso, a lecturer and PGCE Programme Coordinator in the Department of Humanities Education at the University of Pretoria, was recently awarded a PhD in Curriculum Studies by the University of KwaZulu-Natal. His entire thesis was written in his mother tongue, IsiZulu, which means that this Faculty has benefited as it now has its first staff member of his caliber who has the expertise required to supervise postgraduate students who wish to pursue their studies in isiZulu.

He confessed that the journey had been difficult due to the very limited information, literature and research terminology available in isiZulu: 'It felt as if I was doing two PhDs as I had to read the literature and scholarly resources in English and translate them to isiZulu before developing some of research concepts further. However, this was a great experience for me as an activist for the use of African languages for communication, teaching, learning and research.' His three supervisors agreed that his groundbreaking research promotes the use of isiZulu, a previously neglected language, and added: 'The candidate provides new techniques and contemporary tools for promoting African languages and the teaching of isiZulu in schools.'

The most significant contribution made by this dissertation to the body of knowledge is that it is presented in isiZulu and generated new knowledge in the context of isiZulu pedagogy.

We would like to congratulate the candidate on this milestone achievement!

Making early childhood care and education (ECCE) count at the University of Pretoria

By Prof Keshni Bipath

Prof Chika Schoole, Dean of the Faculty of Education at the University of Pretoria (UP), wishes to acknowledge the funding received from the European Union (EU) and the Department of Higher Education and Training (DHET) for the development of the Bachelor of Education in Early Childhood Care and Education (BEd ECCE) programme.

This programme was developed as one of the sub-projects of the Teacher Education for Early Childhood Care and Education Project (TEECCEP), in line with the requirements of the Policy on Minimum Requirements for Programmes Leading to Qualifications in Higher Education for Early Childhood Development Educators. This policy provides, for the first time in the history of South Africa, an opportunity for ECD teachers to access higher education qualifications and craft a career in ECCE, working with children up to the age of four years.

The development of a cadre of professionally qualified ECCE teachers is in line with the vision of professionalisation, continuing professional development and the creation of career paths as expressed in the National Integrated Early Childhood Development Policy.

Given the acknowledged importance of the early years for development and growth, producing professionally qualified ECCE teachers is crucial to improving the quality of teaching and learning in ECCE in order to enable better outcomes for children. The University of Pretoria aims to contribute to providing in this need by offering the BEd ECCE. The University has also raised the visibility of ECCE by presenting short seminars on the delivery of quality ECCE programmes for practitioners.

On 15 March 2019, the Department of Early Childhood Education (ECE), with the assistance of an ECD forum held in Mamelodi, Tshwane, invited practitioners from the local townships of Mamelodi and Eersterust to a seminar. The theme of the seminar was 'Professionalisation, policy and pedagogy in playrooms'.

Prof Hasina Ebrahim was the keynote speaker and postgraduate and final-year students delivered presentations on the transformation of ECCE teacher development to more than 200 practitioners.

According to Prof Ebrahim, unlocking the potential of the youngest in our society is intricately interwoven with the quality of the practitioners we have in the workforce dealing with children from birth to the age of four years. To start her presentation, she discussed the nuances of transformation as opposed to reformation during the early years of care and education. Contextual issues that warrant radical change in teacher development were also highlighted. One of the critical issues she emphasised relates to the need for a 'new professional' who will be able to work with complexities and uncertainty as the new normal in early childhood care and education.

Dr Keshni Bipath and a number of final-year BEd Foundation Phase students delivered poster presentations about the implementation of the Early Learning Development Areas from the National Curriculum Framework. PhD students from the University of Pretoria who presented on topics related to their research studies covered the following areas of interest: teaching and learning in playrooms, quality resources on playgrounds and in playrooms, and the transformation of the qualifications landscape for ECCE educators. The Department of Early Childhood Education hopes to hold biannual seminars in Mamelodi and other suburbs to introduce practitioners to more responsive early childhood practices for the development of children from birth to the age of four years.

One of the EU- and DHET-sponsored postgraduate studies in the ECCE field, conducted by Pam Zulu, investigated how ECCE practitioners in rural and urban settings in KwaZulu-Natal perceive their education and training experiences. In her MEd dissertation, Zulu concludes that an effective way to foster a positive professional identity and raise the profession's esteem in communities is to ensure that practitioners attain professional qualifications in the field of ECCE. This research identified gaps and potential connections in the realm of practitioners' education and training experiences in rural and urban settings in and near Durban, KwaZulu-Natal.

The research further identified the types of support needed from governmental and professional institutions to enhance teaching and learning in ECD centres. Zulu proposed an interesting model for mentoring and supporting practitioners' education and training in rural areas and poor communities. Her findings strongly substantiate the need for equity, which drives the government's policies in the sector, and her study illustrates that significant differences exist between the education and training practices of ECCE practitioners in rural areas and those in urban areas.

Inequalities exist in relation to resources, salaries, working conditions and opportunities for further study and professional growth. If authorities are serious about breaking the poverty cycle in South Africa, more support should be given to ECD centres in rural areas.

Other activities at UP that were made possible through the TEECEP included the presentation of papers and networking with global scholars about trends and issues in ECCE. Prof Bipath and Dr Judy van Heerden presented papers on ECCE at the 29th European Early Childhood Education Research Association (EECERA) conference held in Thessaloniki, Greece, from 20 to 23 August 2019. At this conference thousands of delegates from across all the continents reflected on the challenge faced by all nations with regard to acknowledging the importance of the early years and addressing the issue of measurement and accountability in respect of high-quality ECCE. The conference drew attention to the questions 'What counts?' and 'Who is making it count, and why?' Delegates encouraged ECD researchers to raise the profile and visibility of early childhood studies and to make it count in the corridors of power.

The Department of Early Childhood Education at the University of Pretoria is certainly 'making the early years count', and is in the process of submitting the new BEd ECCE programme to the Council on Higher Education (CHE) for accreditation with a view to its implementation in 2022.

For further enquiries about the programme, please contact
Prof Bipath, *University of Pretoria*
Email keshni.bipath@up.ac.za

UP academic appointed as a member of the Council of the World Association of Lesson Studies (WALS) *By Jimmy Masombuka*

Dr David Sekao, UP academic and Lesson Study Coordinator (LSC) in the Faculty of Education was first exposed to the Lesson Study model for professional teacher development more than a decade ago during his training at the Miyagi University of Education (MUE) and the Naruto University of Education (NUE) in Japan.

He was elected to serve as a member of the Council of the World Association of Lesson Studies (WALS), whose main objective is to promote and advance research and practices focused on lesson studies in order to improve the quality of teaching and learning.

Lesson Study (Jugyou kenkyu 授業研究 in Japanese) is a professional teacher-development model that originated in Japan more than a century ago and is currently practised in many countries. The emphasis is on addressing problematic concepts that involve teacher-led research in which a group of teachers work together to identify an area for development in student learning, such as planning to teach mathematics and reflect on practice. Although Lesson Study was originally used for continuous teacher development, it has in recent years gained global prominence in the initial teacher education environment, and also in UP's Faculty of Education (www.up.ac.za/lesson-study). A Lesson Study Unit was established at UP in

collaboration with the national Department of Basic Education and 10 schools were identified for participation in the Lesson Study Project.

During Dr Sekao's tenure as a mathematics curriculum specialist in the Department of Basic Education, Lesson Study was introduced in four South African provinces (North West, KwaZulu-Natal, the Free State and the Eastern Cape) to support primary school mathematics teachers with content knowledge and pedagogical skills.

By involving schools in the Lesson Study Project, the aim is to support primary school mathematics and natural sciences teachers with the requisite 21st-century skills as part of the University's social responsibility endeavour. The skills include critical thinking, collaborative skills, communication, reflective practice and the metacognitive skill of self-regulation.

Dr Sekao commented: 'My appointment to serve on the WALS International Council is an important milestone for UP and the African continent as it is the first time in the history of WALS that our continent is represented on its council.' Lesson Study, as introduced in Japan but not previously applied in South Africa, has shown success in bridging the gap between policy at the national level and teaching in the classroom. This is an additional



▲ Dr David Sekao

responsibility to ensure increased collaboration with universities locally and on the African continent to expand the implementation of Lesson Study.

The benefits of WALS membership include:

- Support through community networking and collaboration
- Signposting to valuable resources
- Access to a growing library of articles published in the International Journal of Lesson and Learning Studies
- Participation in regular webinars led by world leaders in the field of lesson and learning studies

Prof Chika Sehoole elected as Chairperson of the Education Deans' Forum *By Sharon Mashau*



▲ Prof Chika Sehoole

The Faculty of Education is pleased to announce the appointment of Prof Chika Sehoole as a member of the Executive Committee and Chairperson of the Education Deans' Forum (EDF), which also includes Profs Thabo Msibi (UKZN) and Hilda Israel (UMP). The announcement was made by Universities South Africa (USAf) on 25 March 2021.

The EDF is one of numerous communities of practice within Universities South Africa (USAf). The aim of the EDF is to foster research in the broad field of education to ensure the continuous improvement of teacher education; to promote South Africa's education interests by providing a platform for deans to discuss matters of common concern in the delivery of teacher education; and to bring emerging issues pertaining to

education as a discipline to the attention of policy makers.

Among other stakeholders, the EDF engages the Departments of Basic Education (DBE) and Higher Education and Training (DHET), the South African Council for Educators (SACE) and other bodies in the education sector. The EDF continuously advocates for teacher education and education as a discipline. The education deans also pay attention to new developments and challenges in the education space, share information and discuss appropriate solutions to issues of concern.

We would like to congratulate Prof Sehoole on his appointment and wish him well during his tenure.

Liandri Badenhorst, a Faculty of Education student, receives the Vice Chancellor's Award during the Autumn Graduation

By Sharon Mashau



▲ Liandri Badenhorst

The Faculty of Education is proud of the achievement of Liandri Badenhorst, who received the Vice-Chancellor's Award at the virtual Autumn Graduation held on 22 and 23 April 2021.

Liandri Badenhorst was born in Pretoria, where she has spent her entire life to date. She completed Grade 12 at the Hoërskool Waterkloof in 2016, obtaining distinctions in all her subjects. She applied to only one institution, the University of Pretoria—not only because she lived near the campus, but also because she was aware of the outstanding academic standard of this institution.

Asked how she had experienced her early years of study at UP, Liandri answered: 'I really enjoyed my years of study at the University of Pretoria. I learnt a lot, not only academically, but also about life and social skills, for instance how to communicate well with people you do not really know or whose ideas and beliefs differ from your own. The only regret I have is that due to the COVID-19 pandemic I had to complete my final year (2020) virtually. I would have really liked to close my undergraduate chapter on campus!'

Liandri studied education in the Senior and FET Phases for Mathematics and Accounting and enjoyed attending classes with students from various faculties. She believes that she was academic driven since the day she started to learn how to write and read.

During her early years in kindergarten she created her own mathematics books with simple addition and subtraction problems, which she would mark herself. This was the first indication that she might become a teacher. Her parents and sister also played an important role in motivating her to work hard and always give her best.

'I was unaware of the awards given to students by the University and had no idea that I might be considered for an award, but always tried my best in each assignment and all the tests I wrote', Liandri said.

She plans to continue with her studies and to avoid stagnation by being a lifelong learner. Her future plans include registering for an honours degree in either Mathematics or Education Management in 2022.

Her long-term plans are to become a lecturer at a university or establish her own tutoring business. For now, she is happy and grateful for an appointment as a Mathematics teacher at a high school, and for the opportunity to influence the lives of the children she teaches.



IN SPORTS

Higher Certificate in Sports Science Education students to participate in Olympic trials

The year 2020, marred by closures, delays and travel bans, may have closed down training facilities, but this did not deter Tatjana Schoemaker and Bulewa Mzimela.

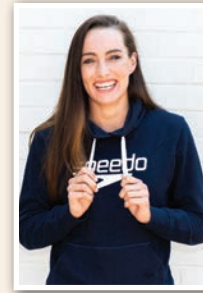
The 2020 Summer Olympics will commence in Japan in July. The 30-foot-tall Olympic rings will welcome hundreds of athletes from around the world and two extraordinary students from the Faculty of Education at the University of Pretoria hope to be among them.

Swimming sensation Tatjana Schoemaker, an African record holder and a World Championship silver medallist in breaststroke, will participate in the Olympic trials in Durban from 7 to 12 April. She

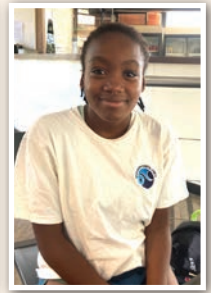
has moved up in the ranks and believes that she has what it takes to bring back an Olympic medal. Not only is she an excellent swimmer, but she also holds a degree in financial science and is currently studying towards a Higher Certificate in Sports Science Education in the Department of Humanities Education.

Aquatic sports seem to be favoured by the bright and talented students of the Higher Certificate in Sports Science Education.

Bulewa Mzimela is a national water polo athlete and is looking forward to having a photo taken in front of the big, bright Olympic rings. With selections underway, Bulewa will be participating in the Olympic Waterloo final selection camp taking place in Durban from 6 to 12 April.



▲ Tatjana Schoemaker



▲ Bulewa Mzimela

They say that the journey is as important as the destination, and the Higher Certificate in Sports Sciences lecturers are proud to be part of these two talented young athletes' journeys to success.

Congratulations to Chantelle Swart on being selected for the Proteas netball team



At a training camp held in Stellenbosch from 14 to 19 March 2021, Chantelle Swart, a UP student in the Faculty of Education, was selected to join the Proteas netball team. She participated in the tournament that was scheduled for January, but was postponed until 25 to 31 March due to an increase in COVID-19 infections.

As a result of the postponement, several members of the Spar Protea netball team who play overseas were no longer available to play, which opened up opportunities for other players to represent their country.

'I feel really privileged to have been selected for participation in the trials and selection to the Spar Protea team. We have been training very hard to decide on combinations while also getting to know each other on court,' said Chantelle. The Spar Protea netball team will compete in the Tri-nations Spar Challenge against Uganda and Namibia in Cape Town.

Chantelle is currently studying towards obtaining an honours degree in Teacher Education and Professional Development (TEPD).

From the soccer field to the lecture room—preparing the youth for greatness



▲ Matthew Booth

Last week acclaimed footballer and sports analyst Matthew Booth paid a surprise visit to the Higher Certificate in Sports Science students. Although he could easily have spent the lecture talking about his career and all his accolades, he chose to use the opportunity to motivate young athletes.

South Africa has always been a country of growth and that growth starts and ends with the youth, regardless of their backgrounds. Matthew Booth alluded to this with regard to developing our young talent and achieving greatness as a country. 'To enlarge the talent pool, the focus should be on local football associations, grassroots football and, more importantly, organised football, rather than on the failures of the Bafana Bafana squad.' He stated that he believes that participation in school sports will increase if the focus is placed on developing equal opportunities for boys and girls.

How do we encourage our students to become involved in a particular sports code? Pressure is part of the life of any elite athlete. After spending almost 20 years in the industry, Mr Booth emphasised the beauty of flying the flag high, regardless of whether it is in the physio room or on the field. To become great, you need to be driven, which builds character and keeps you focused on your goal. Regardless of the sport you have chosen, building positive character produces a better product. 'The dream of becoming a professional athlete comes with inner confidence, creating and sustaining a desire to follow your dream, competing and winning.'

As the Higher Certificate in Sports Science aims to develop the young athletes to become elite athletes, Matthew Booth reminded us that in order to produce elite athletes we need to produce even stronger characters.

Here's to flying the UP flag high, and one day also flying the South African flag high.

Ronel Swart retires after 30 years of service on the Groenkloof Campus

By Prof Saloshna Vandeyar, Dr Tanya Smit and Dr Annelize du Plessis-de Beer

Ronel Swart was appointed as a lecturer at the Normaál Kollege Pretoria (NKP) in January 1993. Later she was appointed in the library on the Groenkloof Campus and lectured in subjects related to media centre specialisation for college students and BPrimEd students from UP.

These subjects aimed to equip students with lifelong information literacy skills. She was also responsible for the development of the microteaching programme for education students in preparation for their teaching practice. Ronel was employed at the NKP until the end of 2001, when all colleges of education in South Africa were closed. In January 2002 she was appointed as a lecturer in our Faculty in the Department of Humanities Education, where she remained until she retired at the end of March 2021. She commented: 'I have been exceptionally blessed to have had a career spanning nearly three decades on the Groenkloof Campus. I embarked on my professional journey with no computer, emails or internet. Google did not even exist! I witnessed two industrial revolutions, a pandemic and unprecedented online teaching and learning. I have learnt and experienced more than I could ever have imagined.'

Ronel's long, successful academic career bears testimony to her dedication to the profession. In addition to publishing in internationally accredited journals, she made invaluable contributions to the field of teaching and learning. She was actively involved in the 2010 re-circulation of the BEd Programme, more specifically the circulation of the OPV 112 and JPS 121 modules. These modules were favourably reviewed nationally and internationally. Ronel was not only a specialist in Freirean pedagogy, but her teaching philosophy and the way she lived her life embodied the principles expressed in *Pedagogy of the Oppressed* and *Pedagogy of Hope*. Her exemplary work ethic is commendable and colleagues and students perceived her as outstanding, whether it was as an academic and personal mentor, lecturer, module coordinator or supervisor.

Gustav Klimt's painting titled *Woman in Gold* epitomises Ronel Swart's radiant personality, commitment, unwavering professionalism and caring spirit. Many women do noble things, but Ronel excelled in all of them. Her ability to put humanity above everything else is one of her outstanding characteristics. She reached across race and cultural boundaries, touching lives and giving hope to so many. Her compassion went beyond words. Ronel is tremendously proud of her family. Her



▲ Ronel Swart

husband Pieter is her strength, her biggest supporter and best friend, and her three exceptionally successful children and five beautiful grandchildren (another baby girl is on the way) are her greatest joy!

Thank you, Ronel, for your dedication, loyalty and hard work throughout the years. As you reach the end of an outstanding career, thank you for being such an example and an agent of change. Your retirement will most certainly leave a huge void in the Faculty and the teaching profession as a whole.



Full professor Rinelle Evans retires after a 42-year career in education

The Faculty of Education celebrates the career of Prof Rinelle Evans, a leader in the field of language-in-education, and English language teaching methodology in particular.

As a researcher who has received a C2 rating from the NRF, she enjoys international recognition for the quality and impact of her work in instructional communication and her endeavours to kerb instructional dissonance. Her current project relates to developing the oral proficiency and linguistic confidence of student teachers who use English as a medium of instruction. She was regularly invited by various institutions, both locally and abroad, to act as keynote speaker and guest lecturer and only recently completed a stint as guest lecturer at the University of Antwerp, where she taught master's students.

She entered academia relatively late after teaching at a secondary school for 20 years. Her scholarly book, *Complex classroom encounters – a South African perspective*, 22 journal articles in accredited, peer-reviewed journals (more in press) and two scholarly chapters in books attest to her outstanding adaptability in higher education in a relatively short time after having obtained her PhD in Instructional Design and Development in 2005.

Her first published output, in 2004, was titled 'Is anyone out there listening? – Explaining low reciprocal interactivity during televised lessons in a developing country context'. Creative titles such as this and the innovative interweaving with scholarly content soon became a trademark of her academic writing.

Furthermore, her contribution to the scholarship of synthesis is evident in the four academic textbooks she wrote and edited, which are now prescribed by various institutions in modules related to literacies, and her teaching methodology, professional development and children's literature. She has also contributed various chapters included in similar learning material. Her earlier experience as a

designer and developer of materials for more than 20 secondary school textbooks and support material has stood her in good stead.

Throughout her career she received numerous accolades, such as the Best PhD Award in 2005, which enabled her to pursue post-doctoral studies in Canada for some months. Prof Evans received no less than six awards recognising her inspirational teaching practice, two of which are the Education Innovation Laureate (2010) and the Dean's Award for Excellence in the Scholarship of Teacher Education (2014).

She has seven formal academic qualifications and was acknowledged as top achiever in the cohort for four of these. She was twice invited by the US Department of State to spend extended time in San Antonio, Utah, Washington DC and Philadelphia as part of the Fulbright Exchange suite. She became a full professor in 2018 and will also be remembered for her supervision of 11 PhD and 16 MEd postgraduates, her innovative undergraduate teaching and her mentoring of new academics.

Her teaching career started in 1978 with her appointment to teach English in rural Rustenburg, where she soon became a Head of Department (1984–1991) and eventually the first female deputy-principal at a co-ed school (1992–1998). Her involvement with the University of Pretoria commenced in 1996, when she was appointed as a part-time lecturer in the Department of African Languages, where she taught postgraduates via television.

After resigning from the GDE in 1998, she accepted the position as head of the Witbank Lifelong Learning Centre in Mpumalanga, where she managed the awareness campaign for telematic education in the province and assisted various UP lecturers who travelled to teach at the satellite campus.

As project manager of the TeleTuks school community project she was responsible for managing the training and scheduling of academics who provided televised support to Grade 12 learners in various



▲ Prof Rinelle Evans

key subjects while also teaching English Language Teaching Methodology to PGCE students. She formally joined the Faculty of Education in January 2002.

From the outset she served on several faculty and institutional committees at UP and is currently the national chair of the South African Association for Language Teaching. Her organisational and managerial experience equipped her to contribute to various external educational panels for the professional development of in-service teachers, curriculum and material development, and policymaking in the English Second Language arena.

She has also generated third-stream income through various large language-related projects involving local government funding and Australian support. 'Enabling', 'supportive' and 'dynamic' are among the attributes that her colleagues and students will always associate with her. Undaunted by challenging circumstances, she motivates and inspires people across various age groups and cultures. Her dedication to her profession will be recognised and respected long after her retirement in June 2021.

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



Postgraduate support sessions

The Faculty of Education hosts monthly virtual postgraduate support sessions to support MEd and PhD students with their studies and research. The sessions are presented in the form of workshops conducted by academic experts in education from both within and outside the Faculty.

The topics covered include general information on postgraduate studies; proposal writing; plagiarism; academic writing and reading; research philosophies; qualitative and quantitative research methodologies; ATLAS.ti; QACDAS and SPSS hands-on training; advanced data collection and advanced data analysis; research design; end-note training; referencing; article-writing skills; presentation skills; and skills for defending a thesis.

The schedule for the period July to November is as follows:

- Session 6: 8–9 July 2021 (15:00–18:00)
- Session 7: 17–20 August 2021 (15:00–18:00) Postgraduate students' voice in anti-discrimination and reflection on social justice issues.
- Session 8: 28–29 September 2021 (14:00–18:00)
- Session 9: 05 October 2021 (08:00–18:00) Research Indaba
- Session 10: 10 November 2021 (10:00–13:00) Postgraduate year-end seminar



Career development workshops

The Faculty of Education will be hosting its 4th Virtual Career Development Workshop on 23 and 24 August 2021, from 08:30–11:30. The workshop, presented by Prof Fazal Rizvi, will consist of a writing retreat, group discussions, plenary and feedback. This will be the last workshop for 2021.

UP EDUCATION AT A GLANCE



FACULTY OF CHOICE

The **Faculty of Education** is the largest contact Faculty of Education in the country and a leader in teacher education and training. Our core function is to train quality teachers, education psychologists, leaders and managers in education. Our admission criteria ensures that we attract high performing students from all over the world.

EXCELLENT ACADEMICS



93

academic staff
with doctorates



19

NRF rated
researchers



92%

examination
undergraduate
pass rate

STRONG INTERNATIONAL PROFILE



78 657

Alumni worldwide

QS Rankings (250-300)



ACADEMIC OFFERINGS

4 Undergraduate programmes

2 initial teacher education qualifications:
B.Ed
PGCE

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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