



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

In-tuition

Newsletter of the Faculty of Education at the University of Pretoria

January 2020 | Vol. 14 – No. 1

www.up.ac.za/education

Rethinking the idea of transformation in higher education

In recent years, the idea of transformation has been widely used both to describe the profound changes that are affecting higher education and to prescribe what needs to be done to make higher education more responsive to these changes. On 29 July 2019, a symposium was held at the Groenkloof Auditorium to provide enlightenment about transformation and about how the idea of Transformation in Higher Education needs to be rethought. At the symposium, the perspective of attendees on transformation was broadened, as three leading thinkers on higher education examined the idea of transformation from global, national and institutional perspectives, in order to explore the complex relationships among these perspectives.

Prof. Fazal Rizvi, from the University of Melbourne, Australia, identified some of the global transformation perspectives that cannot be overlooked at national and institutional levels. "Global processes and institutions are now held to be responsible for most of the serious educational, social and economic problems that communities around the world are facing. These include the growing gap between the rich and the poor and the presumed loss of nation sovereignty of nations who have lost the capacity to develop and work towards their own priorities," said Prof. Rizvi. He went on to highlight how many people are increasingly convinced that nations have lost their authority to make their own decisions in their own interest. In his view, there is no turning back from global transformation towards a view of a world that is predicated on the assumptions of cultural singularity and homogeneity. He explained, "Cultural exchanges are here to stay. Whether we like it or not, it is impossible to stay in a world unaffected by global mobility and connectivity. That is not to say that we cannot debate the terms and the forms in which mobility and connectivity take place, and intercultural and transnational exchange might proceed thereby or be realised."

Dr Naledi Pandor, MP (Minister of International Relations and Cooperation), who recently graduated for a PhD in policy studies at the University of Pretoria, Faculty of Education, discussed the challenges of transforming the South African national system of higher education. The Honourable Minister Dr Pandor, whose PhD topic was the contested meanings of transformation in post-apartheid South Africa, began by quoting the research of a Polish political economist, Prieoski, who once asserted that there is nothing more difficult than the pursuit of equality in previously oppressed societies.

"There are several South African researchers who would probably agree with this view; it is backed up by extensive research on societies in transition from exclusion and dominance to increased inclusion, democracy and equality," said Honourable Minister Dr Pandor.

Dr Pandor went on to share how Prieoski utilised economic formulae to successfully illustrate that, even where striving for democracy has achieved success or advances, powerful privileged contending forces initiated strategies of resistance, aimed at retaining privilege

and ensuring effective management of the process of change. She explained that even when there have been advances, when change has arrived, as the point of true transformation begins, those who have enjoyed power and privilege have organised themselves to resist. And it is not always immediate and apparent that it is happening; so it is almost as if it is resistance by stealth. Those seeking change cannot always perceive that there is resistance, and by the time they become alert to it, they have actually been making little gains, but not fundamental changes as have been anticipated.

Prof. Everard Weber, Head of the Department of Education Management and Policy Studies, talked about how the possibilities of institutional transformation are shaped by global and national pressures and demands.

In attendance as a member of the audience, Mr Philip Mirkin, currently in the second year of his PhD studies in Education, gave an analysis suggesting that the primary questions of what a university is, what its role is, and how it can serve those within it and within the community of which it is a part, had been neither voiced nor addressed. "The panel did respond to a self-declared 'student activist', with the challenge to do the 'hard work' of responsibly defining what alternatives there are to the 'commodified' and 'colonised' higher education that he accused the ruling party of not addressing 25 years ago. At least here we got closer to the real issue of what a university should be: a place where real issues are debated to add depth and substance to our relationship with ourselves, others, and reality," said Mr Mirkin.

Mr Mirkin also went on to say that a university, as the name suggests, should strive to be universal; that transformation should aim to enable universities to keep challenging and broadening the contextualisation of all issues for the finding of new perspectives and solutions; and that the fact that universities in South Africa are colonised and commodified is due to historical influences, the assumptions of which need to be known in order to not repeat the same mistakes in the name of change.



▲ From left: Prof. Chika Sekhoole (Dean, Faculty of Education), Prof. Everard Weber (Head of the Department of Education Management and Policy Studies), Dr Naledi Pandor (MP) and Prof. Fazal Rizvi (University of Melbourne, Australia).

Prof. Chika Schoole, Dean of the Faculty of Education at the University of Pretoria, asserts that robots will never replace teachers

Prof. Chika Schoole, Dean (Faculty of Education) ►



Can robots and machines replace a teacher in a classroom? I pose this question in the light of the euphoria around the Fourth Industrial Revolution, which has taken the world by storm with concerns about the future of work.

Already in South Africa, banks are laying off people because of mechanisation, and the University of Pretoria has employed a robot, which is said to be able to do some of the work which librarians are doing, signalling danger for the future of work in libraries. A study by the McKinsey Global Institute reports that 50% of companies believe that, by 2022, automation will have decreased their numbers of full-time staff, and, by 2030, robots will have replaced 800 million workers across the world.

In addressing the question of whether machines will replace teachers, allow me to take you down memory lane to three great teachers, from the rural village of Marapyane, who made an indelible mark on my schooling that no machine or robot could have duplicated.

Mr Piet Makinta, my standard 7 (grade 9) Afrikaans teacher, was an outstanding teacher who came to class every day, gave us classwork almost every day, and whose turnaround time for marking our classwork was 24 hours. He was an example of a teacher who loved his subject and passed that passion and desire to learn more on to his students. When a teacher not only has the right answer to a student's question, but can also expand the discussion with vivid examples and relevant facts, and when the teacher has a deep well of understanding and expertise to draw on, every lesson is enriched, and every student might be inspired.

Mr Makinta showed discipline and dedication towards his work and this had an infectious effect on us. We looked forward to his class, anticipating acquiring new vocabulary in the language of the oppressor because Mr Makinta made it fun to learn through amusing illustrative anecdotes that made us develop a love for this language. Our daily classwork was followed by "verbeterings" the following day to help us hone the art, skills and complexities of the language that would result in its mastery. At the end of that year, I was a proud and effective speaker of Afrikaans. The thoroughness of Mr Makinta's work was demonstrated by the fact that I used my grade 9 "Klaswerk" book to prepare for my matric examination. I majored in Afrikaans in

my undergraduate studies, and was granted admission into an Honours course, which I declined.

Little did I know at the time that, in future, I would work at what is now a former Afrikaans-speaking university as a lecturer, Professor and Dean. Indeed, God works in mysterious ways, and knows the beginning from the end. Thank you, Mr Makinta, for your selflessness. Your dedication and the skills you imparted are still helpful. I can still see you stepping into our classroom, with its broken window panes; I can still hear your voice and your emphasis on correct pronunciations and "woorde orde". A robot can never compete with you.

The second teacher is Mr Matthews Sebidi, my grade 11 and 12 class teacher and Setswana teacher. When he was not at school or in the class, he was missed. There is something about teachers who are good and dedicated to what they do, and that is: they are missed by their learners. Teaching is not only about dishing out the subject matter; it is also about how this is done. The best teachers are often the ones who care the most deeply, not only about their jobs, but about every student they serve. It's not enough just to love the subject matter; great teachers also share a love of students. Great teachers know how to communicate in order to enforce discipline. This is what Mr Sebidi did well without inflicting any pain on his learners. I once responded to his request to construct a sentence using a particular verb, and the whole class burst into laughter because of my sentence's pedestrian features. Instead of punishing me, Mr Sebidi retorted, "This one is playful and such can never be admitted to a university." That statement made me think deeply about my future. It was a diplomatic way of bringing me in line in terms of what can be said and done in a teaching and learning environment and the related implications for both the present and the future. True to his attributes as a great teacher, he knew what each student was capable of individually and strove to help them attain their personal best.

Because I had ambitions of going to university, I started taking my conduct in the classroom seriously. I passed my Setswana in Matric very well, and obtained a distinction pass in my first year at the University of the North (Limpopo). I later learnt that it was that distinction pass in Setswana that got me admitted to the Bachelor of Education Honours at the University of the Witwatersrand four years later. At the time, historically white institutions were unable

to measure the aptitude of black students as the matric examination that was written under apartheid was viewed as not reliable enough to measure the academic potential of black students. Thank you, Mr Sebidi, for your hard work, discipline and diligence, which opened doors for me against a system that was pitted against black people. Your quiet diplomacy and your reprimand taught me a life lesson and shaped my path to who I am today. That is something that a robot could not do.

The third teacher is Mr Sello Lekotoko, my grade 10 class teacher. In my first year at Khamane High School, he nominated me as one of nine students assigned to represent the school at a youth convention in Mahikeng. I had no idea why I deserved this nomination. Upon our return from the convention, we had to report back to all the other learners. For the first time in my life, I had to address a crowd of 300 learners. That took courage, confronting one's fears and learning to be accountable, which are some key elements of leadership. Throughout my high school years and beyond, Mr Lekotoko took keen interest in my growth and development. Thank you, Mr Lekotoko. A robot cannot match your insight, interest and nurturing.

My three teachers, who are now enjoying their retirement in Marapyane, are some of the unsung heroes of this nation. They exhibited some of the attributes of great teachers: the ability to build caring relationships with students, excellent preparation and organisational skills, and a strong work ethic. With few resources at their disposal, they were able to inspire greatness, ambition, and a sense of purpose in their learners. Great teachers touch the lives of their learners in ways that shape the learners' destinies, and have lifelong impact. No matter how good they may be, machines do not have the social and cognitive skills of human teachers; they lack the empathy to adequately support their students and learners. Job roles that involve recognising cultural sensitivities, caring for others, creative or complex reasoning, and perception are unlikely to be automated. Teachers, you can relax; your jobs are safe. You will not be replaced by robots any time soon. A word of advice, however: just never stop learning and improving yourself; find ways of embracing the use of technology in your teaching.

As Henry Adams said, "A good teacher affects eternity; he can never tell where his influence stops."

A glimpse into the Faculty of choice: #Choose UP Day

On 17 August, the University of Pretoria Faculty of Education held its annual #Choose UP day, a day on which prospective students who have been provisionally accepted to register for their study of choice, come in droves, together with their parents, to see and get information about what the Faculty of Education has to offer them regarding programmes/module choice, residences, bursaries and financial support.

Faculty staff from the different academic departments, student representative organizations, campus residences and student administration were present on the day to ensure that they could address any questions from prospective students. Prospective students this year had the opportunity to participate in a bursary draw competition, in which Miss Erin Booth, Miss Melissa van de Venter, Miss Nkwane Kutlwano and Miss Nonhlanhla Mpane each won a R10 000 bursary towards their 2020 study fees.



▲ Prof. Chika Sehoole (Dean, Faculty of Education) addressing prospective students and parents.



▲ Prospective students interacting with Lindokuhle Ubisi (Lecturer, Department of Educational Psychology) and other Faculty staff.



▲ Miss Kamogelo Seleke and Mr Nelson Khiba (former House Education Executive Committee members) interacting with prospective students.



▲ From left: Dr Raghadi Phatlane (Faculty Manager), Prof. Chika Sehoole and Mrs Melinda Joubert (Assistant Director, Student Administration) during a bursary draw.



▲ From left: Prospective student with parent, interacting with Mr Carl Kumm (fourth year Art Education student).



▲ Tayla Uys (left) and Jaryd Lutchmann (right) (Art Education students).



▲ Prof. Chika Sehoole (left) and Miss Nkwane Kutlwano (bursary draw winner, right).



▲ Department of Early Childhood Education Exhibition.



▲ Prof. Chika Sehoole (left) and Miss Melissa van de Venter (bursary draw winner, right).

Annual Research Indaba

It was clear that the Faculty of Education has been endowed with an outstanding group of postgraduate students and their supervisors when they presented their research at the Research Indaba on 27 September 2019. This year, the Research Indaba, with the theme *Quality education research for transformation and sustainable development*, far exceeded the expectations of attendees, as they commended this year's presentations for being of an exceptional quality and for demonstrating the Faculty's high level of research engagement, as in other years.

Dr Whitty Green, from the Department of Higher Education and Training, delivered a powerful keynote presentation titled, "Reflecting on education quality as a wicked problem" to set off the day's engagements.

The award nominations for 2019 were particularly exciting, as this year included some truly exceptional abstract entries. After arduous and numerous assessments by a host of reviewers in different departments at the Faculty of Education, the following award winners were nominated:

The Research Indaba of 2019 award winners were:

- MEd (Novice research): **Kayla Haarhoff** ("Strengthening teacher support to learners experiencing dyscalculia in Grade 3").
- MEd (Research in progress): **Katlego Leshabane** ("Understanding the effect of robotics as an intervention strategy in Technical Sciences").

- MEd (Completed research): **Lucas Chauke** ("Transitioning through management change: the experience of Community Learning Centres Educators").
- PhD (Novice research): **Werner Cordier** ("Alignment of undergraduate pharmacology learning outcomes to allied health professions workplace competencies").
- PhD (Research in progress): **Adebunmi Yetunde Aina** ("Promoting quality Early Childhood and Care Education through resources in registered Early Childhood Development centres").
- PhD (Completed research): **Olaide Agbaje** ("From home to host country: international students' experiences of academic and sociocultural transition in Nigeria").
- Best Presentation: **Genevieve Mc Pherson-Geyser** ("The use of experiential learning as a teaching strategy in life sciences").
- Most methodologically innovative study: **Katlego Leshabane** ("Understanding the effect of robotics as an intervention strategy in Technical Sciences").

Merit awards sponsored by Bookmark:

- Exceptional novice PhD student abstract: **Zamangwane Khanyile** ("Voicing the lived experiences of young men incarcerated for raping elderly women").
- Exceptional completed PhD student abstract: **Franklin Lewis** ("Contesting the South African music curriculum: an autoethnography").



▲ Olaide Agbaje (PhD student, left) and Prof. Salomé Human-Vogel (Deputy Dean, Faculty of Education, right).



▲ From left: Genevieve Mc Pherson-Geyser (MEd student), Olaide Agbaje (PhD student), Kayla Haarhoff (MEd student), Adebunmi Yetunde Aina (PhD student) and Lucas Chauke (MEd student).



▲ Dr Whitty Green (DHET) giving his keynote presentation.

Numerus books launched by renowned education experts

On 21 August 2019, numerous books by renowned education experts were launched at the Postgraduate Research Commons of the Faculty of Education. The event was graced by the presence of the University of Pretoria Vice Chancellor, Prof. Tawana Kupe.

A book by Dr Samuel Adeyemo, called *Higher Education Policy in the Philippines and ASEAN Integration*, examines and analyses the status of education policy in the Philippines, looks into demands and challenges, and focuses particularly on the issue of the integration of higher education in the Association of Southeast Asian Nations (ASEAN). The world of globalisation in higher education is notably unequal, and this book analyses the concept of globalisation from an ASEAN education perspective. It also examines the higher education integration agenda of ASEAN in various ways, based on the related dimensions, players and values. The issues of student mobility, degree recognition and quality assurance are also examined in particular, in relation to the harmonisation of higher education systems in Southeast Asia.

Flocking Together: an indigenous psychology theory of resilience in Southern Africa, by Prof. Liesel Ebersöhn, describes how those individuals who are often the most marginalised in postcolonial societies draw on age-old, non-western knowledge systems to adapt to the hardships characteristic of unequal societies in transformation. The book highlights the robust indigenous pathways and resilience responses used by elders and by young people, in both urban and rural settings, in challenging Southern African settings (South Africa, Namibia, Lesotho and Swaziland), to explain an Indigenous Psychology theory. "Flocking" (rather than fighting, fleeing, freezing or fainting) is explained as a default collectivist, collaborative and pragmatic social innovation to provide communal care and support when resources are constrained and needs are par for the course.

Stepping into Science (Intermediate Phase resource book for practical activities) and *Stepping into Science (Senior Phase resource book for practical activities)*, by Dr Kimera Moodley, are Science resource books for Intermediate (grades 4-6) and Senior (grades 7-9) Phase Science teachers. These books provide practical activities that are aligned with the CAPS document for all four strands of Natural Science. The books include a teacher information page, fill-in practical worksheet, and a memorandum for each practical activity. The activities are designed to cater for learners and teachers in rural settings that do not have the resources found in a laboratory. Alternate resources are also suggested to ensure that the outcomes of each practical activity are achieved and that each learner gains the experience, knowledge and skills intended for each activity.

The book, *Music Education in South Africa* by Dr Ronel de Villiers, discusses how transformational changes have swept across the South African educational landscape in the post-apartheid era. The aim of the research presented in this book is to determine how an effective teacher education framework for Music Education (MusEd) in the Foundation Phase (FP) can be developed. The research explores the various changing forces (contextual – historical/political; institutional – Higher Education Institutions; biographical and programmatic) that influence higher education practices and programme content in the preparation of MusEd student teachers. The perspectives and paradigms of current MusEd teacher educators and curriculum experts on teaching and learning methods and on practical activities are examined, including their experiences of push-and-pull forces in their working environments, and their responses to decolonisation directives.

Multiliteracies in Education: South African perspectives, written by Dr Alta Engelbrecht, (5 staff members in the Faculty of Education authors) talks about how, in a world that is no longer mono-literate, twenty-first century learners have to be prepared to acquire and be acquainted with new literacies, as the workplace of the future will require multi-skilled employees. The authors of *Multiliteracies in Education: South African perspectives* envisage permeating the field of teaching and learning to create a better understanding of multiple realities

where learners and students are able to use a range of multiliteracies skills. When a multiliteracies pedagogy is used in a developing country such as South Africa, enabling conditions for learning could be provided to young people. The book addresses the complexity of multiple literacies in all knowledge fields, as being aware of such complexities will help learners and students to understand the changing world in which they will live and work. The chapters of the book are arranged based on the four pillars of the multiliteracies framework: overt instruction, situated practice, critical framing and transformed practice.

Practical Guidelines for Novice Teachers, by Prof. Rinelle Evans (13 staff members in Faculty of Education authors) provides useful, sound advice for teaching students, and for newly qualified teachers. It is also a valuable resource for experienced teachers who are looking for new ideas, or a fresh approach to teaching. The day-to-day complexities of teaching in South African classrooms are particularly challenging for novice teachers. Although such teachers are equipped with knowledge and competencies from their years of study, there is often a gap between what few teachers know and how to apply that knowledge in a 'real' classroom. *Practical Guidelines for Novice Teachers* bridges some of these theory-practice gaps and aims at providing teachers the skills to remain motivated, professional and successful during their first years in the classroom.



▲ Front row (from left): Dr Hannelie du Preez (Lecturer, Early Childhood Education), Dr Samuel Adeyemo (Senior Lecturer, Education Management and Policy Studies), Ms Elmarie Van Wyk (Lecturer, Humanities Education Department), Prof. Tawana Kupe (Vice-Chancellor and Principal, University of Pretoria), Prof. Chika Sehoole (Dean, Faculty of Education) and Prof. Liesel Ebersöhn (Director, CSR). Back row (from right): Dr Ronel de Villiers (Music Lecturer, Humanities Education), Prof. Rinelle Evans (Senior Lecturer, Humanities Education), Ms Linette van der Merwe (Lecturer, Humanities Education), Dr Gerhard Genis (Lecturer, Humanities Education), Prof. Pieter du Toit (Associate Professor, Humanities Education), Dr Raita Steyn (Art Lecturer, Humanities Education) and Dr Sarina de Jager (Lecturer, Humanities Education).

Colloquium on childhood adversity

On 24 July, the Department of Early Childhood Education hosted a colloquium on childhood adversity and violence at Future Africa. Dr Victor Vieth, President of the Academy on Violence Abuse (AVA) and Director of the Zero Abuse Project (USA), was the keynote speaker at the event.

Dr Vieth shared his vast knowledge on childhood adversity and abuse with the audience. He emphasised the long-term health effects of childhood adversity and highlighted the preventative measures that can be employed by professionals. Prof. Christiaan Bezuidenhout (Department of Social Work and Criminology, University of Pretoria) presented his work on determining abnormal sexual behaviour and the sexual abuse of children, while Ms Bronwynn Stollarz (Former Head of Investigative Psychology Division - SAPS) focused on threat assessment in the context of youth violence in South Africa.

The Academy on Violence and Abuse South Africa was launched at the event. AVA South Africa, headed by Dr Melanie Moen (Department of Early Childhood Education, University of Pretoria), will focus on child safety in South Africa.



▲ Prof. Christiaan Bezuidenhout (Department of Social Work and Criminology, University of Pretoria), Dr Melanie Moen (Department of Early Childhood Education, University of Pretoria), Ms Bronwynn Stollarz (Former Head of Investigative Psychology Division, SAPS) and Dr Victor Vieth (President, AVA and Director of the Zero Abuse Project, USA).

The history of horses



▲ Prof. Philip Homan (Idaho State University).

USA. He uses animal studies and the history of the transatlantic slave trade to study America's role in the Anglo-Boer (South African) War (1899-1902).

Prof. Homan has done extensive research on Kittie Wilkins, known as the "Horse Queen of Idaho", who raised and sold horses in southern Idaho in the late 1800s and early 1900s. His research on Wilkins was featured by Idaho Public Television in the documentary "Taking the Reins", the second episode in IdahoPTV's new series, Idaho Experience, in May 2018.

Prof. Homan's work includes a scholarly biography about Wilkins and numerous popular and scholarly articles on her, including papers with titles such as: "Everything growing into money: Kittie Wilkins, the Horse Queen of Idaho, and range horse ranching in the nineteenth-century American West", and "Miss Wilkins's big sale: Kittie Wilkins, the Horse Queen of Idaho, and Western American horses for the Second Anglo-Boer War in South Africa, 1899-1902".

On 18 October 2019, Prof. Philip Homan was hosted by the Department of Humanities Education at the Faculty of Education, for a seminar about the history of horses: "Horses, mules, and men from America destroyed the two little republics: American war horses and army mules in the Anglo-Boer (South African) War, 1899-1902, and an American perspective on the War through the lens of equine history". Prof. Homan is a professor and academic librarian at Idaho State University, Pocatello, Idaho,

Thought provoking encounter



▲ Prof. Fazal Rizvi (University of Melbourne, Australia).

The University of Pretoria Faculty Of Education was privileged to host one of the top researchers and academics in Higher Education, Prof. Fazal Rizvi, from 29 July to 2 August 2019. Prof. Rizvi is a Professor of Global Studies in Education at the University of Melbourne, Australia, as well as Emeritus Professor at the University of Illinois at Urbana-Champaign in the USA. He has written extensively on issues of identity and culture in transnational contexts, globalisation and education policy, and Australia-Asia relations. During his visit to the Faculty, he was a panellist together with Dr Naledi Pandor, Minister of International Relations and Cooperation, and Prof. Everard Weber, Head of the Department of Education Management and Policy Studies, at a symposium on "Rethinking the idea of transformation in higher education" on 29 July 2019 at the Groenkloof Auditorium, where he identified some of the global transformations that cannot be overlooked at the national and institutional levels.

He also presented a public lecture on 31 July 2019 at the University of Pretoria Senate Hall, Hatfield Campus, titled "Challenges of decolonisation in higher education", where he discussed the nature and complexities of these challenges as ways of inserting some analytical vitality into the conceptualisation of the tasks that lie ahead. He suggested that one of the key analytical problems associated with the contemporary discourse of decolonisation is its tendency to work from a range of binaries, both epistemic and political. These binaries are historically constituted, and their continuing use, even in the ways in which resistance is often conceptualised and organised, undercuts the political aspirations of decolonisation, rendering it ineffective.

Department of Education Management and Policy Studies hosts two eminent Professors from Spain

From 29 August to 28 September 2019, the Department of Education Management and Policy Studies (EMPS) had the privilege of hosting two eminent professors from Spain. Prof. Pablo Meix Cereceda is attached to the Department of Administrative Law at the University of Castilla la Mancha in Albacete in Spain, and his visit was sponsored by a Visiting Professors Programme grant from the University of Pretoria. Prof. Juana Morcillo Moreno, Prof. Meix's wife is attached to the same Department as her husband but, in her case, her university made a grant available to her to do research at the University of Pretoria.

Prof. Meix specialises in Administrative Law, but also focuses very strongly on Education Law, including inclusion, human rights, and cultural diversity, the latter being a subject taught in EMPS. In her work, Prof. Morcillo is currently focusing on including people with disabilities, and her most recent work is about how universities can prepare people with disabilities for employment.

Their visit to EMPS was a unique one for the Department in many respects: it was the first undertaken by visitors from any Spanish-speaking country, and it was the first visit of a married couple, where both parties specialise in the same legal discipline.

Prof. Meix read a paper at the Annual International Conference of the South African Education Law Association, held in Port Elizabeth from 1 to 4 September 2019. In his paper, he touched on the issue of cultural diversity and common values, and he compared the phrasing of educational goals in various international treaties. He believes that this is an area that could be cultivated for a much longer period, and he was excited to find that various EMPS staff members and postgraduate students have already done work in this regard and were eager to cooperate with him. His visit to South Africa made him realise that South Africa can be seen as an example of tolerance and mutual regard.

On 17 September 2019, Prof. Meix led an EMPS seminar on the decentralisation of education, the right to education in international law, and education and values. These are all issues with which both Spain and South Africa have to contend, and which also manifest themselves in the international arena. Prof. Meix enriched the discussion through his experience in countries like Russia, and in certain South American countries. The participation of the seminar attendees was such that only about one-third of the agenda planned by the presenter was introduced by him, while the rest of the seminar consisted of lively intellectual debate and interaction.

On 18 September 2019, Prof. Meix led a seminar hosted by the South African Teachers' Union and attended by more than a hundred delegates. At this seminar, too, he could only deal with a limited number of issues that he wanted to raise, namely: European and comparative perspectives in education law, with reference to religious and cultural symbols; freedom of teaching, school curricula and sensitive topics; corporal punishment in schools; and liability of schools and educators.

Prof. Morcillo offered to present a seminar on her home university's programme to prepare people with disabilities for employment. In the discussion that followed her presentation, it was clear that many agencies within the University of Pretoria are interested in working with, and learning from her, and it seems likely that there will be future cooperation between the two universities in this regard.

"From the interaction between the two visitors and members of EMPS, and other units within the University of Pretoria, it seems likely that joint research and co-writing of articles and books may well follow this visit. The possibility of the two universities entering into a Memorandum of Understanding is being investigated," said Prof. Johan Beckmann.

The two visitors were well liked and respected by members of the Faculty of

Education and by all the other people whom they met. Although they are both exceptional academic performers who have won national awards for their theses and research, and although they are internationally renowned and active, they are both very modest and helpful, and a great number of staff members and students of EMPS engaged with them in discussions of work in progress and possible cooperation.

The two visitors enjoyed social interaction and participated whole-heartedly in the Department's heritage celebrations (and even did some Spanish dances for the Department's members). They immensely enjoyed a visit to Soweto as guests of a staff member, Dr Malatji, taking in the Hector Pieterse Memorial, the houses of Mr Mandela and Archbishop Tutu in Vilakazi Street, the Regina Mundi church and a traditional African food restaurant.

It was not only the South Africans who appreciated the two Spanish visitors. In his report on his visit, Prof. Meix noted that the staff of EMPS are very good examples of the intertwining relationship between scientific seriousness, personal humility and generosity to one another, and to him and his wife as visitors. The visitors committed themselves to remain part of the Faculty and mentioned that they look forward to future collaboration in various forms in the future.



▲ From left: Prof. Johan Beckmann (Senior Lecturer, Department of Education Management and Policy Studies, University of Pretoria), Prof. Chika Sehoole (Dean, Faculty of Education, University of Pretoria), Prof. Juana Morcillo Moreno (Department of Administrative Law, University of Castilla la Mancha, Spain), Prof. Pablo Meix Cereceda (Department of Administrative Law, University of Castilla la Mancha, Spain), Prof. Everard Weber (Head, Department of Education Management and Policy Studies, University of Pretoria) and Prof. Salomé Human-Vogel (Deputy Dean, Faculty of Education, University of Pretoria).

Students of Note Piano Celebration

The Department of Humanities Education offers first year music students, who did not have the chance to get exposure to piano tuition, the opportunity to enrol for a year semester in basic piano (module JMO 182). This possibility addresses divisions of the past, where some learners in South Africa have not enjoyed the privilege of learning to play the piano.

There is an increased interest worldwide in adult piano instruction at a beginner level. Veblen describes the preconception that music abilities have to be cultivated at an early age as a “myth”: “As lifespans extend and we have more discretion in the ways we spend our time and material resources, the potential for musical expression by mature adults expands” (2018:243).

Learning to play piano is often a long-term process; however, this module offers a short-term possibility for students to obtain basic knowledge and skills in piano. Playing the piano offers an excellent springboard for students to understand music concepts, such as theory and harmony, and to apply these when facilitating music in schools.

On 1 November 2019, the students enrolled for this module presented an informal concert: *Students of Note Piano Celebration*, an initiative which has been greatly supported by the Head of the Department of Humanities Education, Prof. Johan Wassermann. The purpose of this performance event (*Students of Note Piano Celebration*) was, firstly, to celebrate the progress of the beginner piano students. Secondly, this recital formed part of the students’ practical piano exam. The emphasis at the event was placed on the noteworthy progress of these students and

on the audience’s understanding of the context of the students’ courageous decision to take up piano as adult beginners.

Part of the fun included prizes which were awarded. Khumo Maruping won the award for the best-dressed student wearing recycled material with a music theme. The prize for the student voted by co-students as the most inspiring student went to Sabelo Skhosana, who shared his experience of touching a piano for the first time in his first year on Groenkloof campus. He beautifully performed a piano duet, Sonata in G major by Mozart, with Juandi Boshoff, his tutor.

The students’ performances were moving, and both lecturers (Mr Nelson Manganye and Dr Riekie van Aswegen) agreed that the journey has been a rich, rewarding one. What has made the process particularly remarkable has been the successful involvement of student tutors with backgrounds in music, who offered their free time throughout the year, without expecting any compensation, to assist in supporting these beginner students’ learning curve.

The experiences of these adult beginner students will be documented in research. Firstly, the study will aim to obtain a better understanding of how adult participation in beginners’ piano could play a role in the construction of what Taylor refers to as “personal and social musical identity” and “musical motivation”. Secondly, the study will aim to shed light on improving learning strategies and content, and on considering co-peer teaching. Thirdly, the project will include a perspective on the experiences of role players in addressing the challenge of students who have not previously had the opportunity of formal tuition in piano and music instruction. Based on the idea of transformative pedagogy (fostering student engagement), a further benefit of this project will be to offer undergraduate teacher students who have been involved as tutors the opportunity to collaborate with lecturers as co-researchers.

“We are proud of our piano students’ courage and perseverance. We honour the tutors who experienced the joy of giving and sharing,” said Dr Riekie van Aswegen.



▲ Students together with supervisors and lecturers, and Prof. Johan Wassermann (Head, Department of Humanities Education).

“Wounded” - a musical about war, love, pain, loss and triumph

As part of the Bachelor of Education curriculum, music education students in their fourth year of study are afforded an opportunity to develop their artistic creativity. This is done through scripting, production, directing and performing an original musical at the annual Dean’s concert. The concert aims at exposing the students to staging a production through the integration of the various art forms.

On 24 October 2019, students successfully created the musical play titled “Wounded” with the guidance of their lecturer, Ms Karabo Lucy Mogane. In their musical creation, the students were able to show the possibility of going from hardship to triumph. This was shown through the story of a young soldier who finds true love at war, but later loses everything and everyone dear to him. Despite his loss, he has to carry on with life and triumph through pain.

Fourth year music education students staged their musical production to the delight of Prof. Chika Sehoole, Dean of the Faculty of Education, staff, and students who attended the performance. Through the musical, “Wounded”, the students

were able to successfully portray their ability to integrate music, performance, drama, visual arts, dance and musical instrumentals in the production. The involvement and participation of the students in the production engaged them in artistic creation, creative thinking, musical production and literacy development, as well as in increasing their understanding of the musical production as a cultural development.



▲ Music students perform a duet.



▲ Solo by Becca Mulberry.

South African and Canadian RYSE teams exchange research results and meet with local government and industry role players

The RYSE study (i.e. the 2017–2021 CIHR-funded study of resilient youth in stressed environments) has reached its halfway point. In Canada, a multi-disciplinary team of researchers has completed mixed methods research with around 500 young people living in Drayton Valley. Likewise, in South Africa, a multi-disciplinary team of researchers has completed mixed methods research with around 600 young people living in eMbalenhle and Secunda.

These research sites were chosen because of their dependence on the volatile oil and gas industry. In both research sites, the research teams have also completed citizen science activities and have collected hair samples from participants. What remains is for this work to be repeated with as many of the original participants as possible and the results contrasted in order to better understand the biopsychosocial and environmental drivers of resilience over time.

From 11 to 15 November 2019, academic and community members of the Canadian (led by Prof. Michael Ungar, Resilience Research Centre, Dalhousie University, Canada) and the South African (led by Prof. Linda Theron, Department of Educational Psychology/Centre for the Study of Resilience, University of Pretoria) RYSE teams met for a mid-term meeting and exchange of the first round of results. This included an all-day meeting on Tuesday, 12 November at the Groenkloof Research Commons.

Six Educational Psychology Master's students (Michelle Gerber, Katherine Malakou, Bongile Ncube, Mariaan Prins, Sibongile Sithole and Mthandeki Zange) and one PhD student (Netsai Gwata) contributed to the 12 November meeting. In particular, Katherine Malakou, Mariaan Prins and Sibongile Sithole presented the findings of their completed Master's research work on what contributes to the resilience of adolescents and young adults from the township of eMbalenhle.

The Canadian team was intrigued by the complexity of the resilience processes reported and appreciated the students' rich insights and critical reflections on how contextual and cultural dynamics complicate resilience.

On 13 and 14 November, the Canadian and South African teams met in Secunda with representatives of SASOL management (SASOL is a major industrial role player in the South African communities that are participating in RYSE) and of the municipality of Govan Mbeki (including the Deputy Executive Mayor).

A number of members from the Community Advisory Panel (CAP) to RYSE South Africa and Canada (including a councilor from Drayton Valley, the Chair of the Wild Rose School Division Board of Trustees, and the Program Coordinator of the Family and Community Support Services, Drayton Valley) contributed to these meetings.

The purpose was to share emerging cross-cultural and contextually specific RYSE results and to discuss the implications thereof for corporate social investment agendas and local government decisions.

All parties were positive that the results would shape 2020 decisions relating to the empowerment of youth and their families living in the Govan Mbeki municipality and/or working for SASOL, Secunda, as well as those living in Drayton Valley, Canada.



▲ The Canadian and South African teams involved in the exchange of initial research results.

Front row, from left: Michelle Gerber (Educational Psychology Master's student, University of Pretoria), Netsai Gwata (Educational Psychology PhD student, University of Pretoria), Mthandeki Zange (Educational Psychology Master's student, University of Pretoria) and Mosna Khaile (Project Manager, RYSE SA).

Middle row, from left: Erin Hickman (Retired teacher and RYSE, Canada), Katherine Malakou (Educational Psychology Master's student, University of Pretoria), Sibongile Sithole (Educational Psychology Master's student, University of Pretoria) and Prof. Michael Ungar (Canada Research Chair in Child, Family and Community Resilience, and Director, Resilience Research Centre).

Back row, from left: Dr Rachele Paver (post-doctoral fellow, RYSE SA), Thomas McGee (Councilor, Drayton Valley and RYSE, Canada), Mariaan Prins (Educational Psychology Master's student, University of Pretoria), Prof. Ian Rothmann (North-West University and RYSE, SA), Prof. Steve Reid (University of Cape Town and RYSE, SA), Dr Jan Hölte (post-doctoral fellow, RYSE Canada), Lola Strand (Program Coordinator, Family and Community Support Services, Drayton Valley, and RYSE, Canada), Russ Hickman (Chair, Wild Rose School Division Board of Trustees and RYSE, Canada), Chaise Combs (Student, University of Calgary and RYSE, Canada) and Prof. Linda Theron (Department of Educational Psychology/CSR, University of Pretoria).

Spring Seminar for Afrikaans teachers a highlight on any Afrikaans teacher's calendar

One of the highlights of the Departments of Afrikaans and Humanities Education's calendar, as well as for many Afrikaans teachers in practice, is the annual Spring Seminar for Afrikaans teachers, which was presented this year on 13 September 2019. The idea of starting something like this for Afrikaans teachers came from the



▲ Mr Wayne van Rooyen taking photographs with attendees.



▲ From left: Mr André Scholtz, Mr Wayne van Rooyen, Ms Zenobia Kloppers and Ms Linette van der Merwe (Lecturer, Humanities Education).

late Prof. Christo van Rensburg, former head of the Department of Afrikaans, when the need to support and inspire teachers was identified. The first Spring Seminar took place in 1994 and it has been presented annually since then. Ms Linette van der Merwe is the Chair of the planning committee on which Dr Alta Engelbrecht also serves (both of them are from the Department of Humanities Education), with members of the Department of Afrikaans (Suléne Pilon and Tercia Klopper) and seasoned Afrikaans teachers (Gerda Kleynhans, Janet Fouché, Hans Moolman and Petra van der Merwe) who make suggestions at the grassroots level.

The Spring Seminar is a day seminar and has been taking place on the Groenkloof Campus for some time. During this event, Afrikaans teachers (from both primary and secondary schools) meet from far and wide to hold talks and attend lectures by experts on aspects of teaching Afrikaans as a home language, or as an additional language. Almost 300 teachers attended this year's seminar, and several publishing houses and educational institutions also exhibited teaching-related publications and tools. Highlights at this year's Spring Seminar included lectures by leading Afrikaans writers, including Charl-Pierre Naudé, who was recently honoured with the Jan Rabie Rapport Prize, as well as the UJ Prize for Literature for his debut novel *Die Ongelooflike Onskuld van Dirkie Verwey*. Award-winning youth literature writers Carina Diedericks-Hugo, known for her

Thomas@ series, and Fanie Viljoen of the *Kroonsteen* series, also held discussions about creativity and how to motivate learners for creative writing. Both authors' books are prescribed in the CAPS and IEB curricula.

Another highlight was a surprise visit from the actors from the new film of the prescribed novel and drama *Fiel se Kind* (Dalene Matthee). The teachers enthusiastically lined up to meet Fiel (Zenobia Kloppers), Selling (Wayne van Rooyen) and Rev. Lange (André Stoltz), and to collect their signatures. Other highlights from this exciting and packed programme included: Prof. Willem Fransman, from UCT, who discussed prescribed works in Kaapse Afrikaans; Dr Kristien Adrianatos of NWU, who addressed the challenges regarding reading for Millennials and for Generation Z; and Prof. Rinelle Evans, from the Department of Humanities Education, who presented a lecture on the "Hidden curriculum: how to choose the right book?".

Quality offerings such as those at the Spring Seminar this year ensure the success of the training event every year. The Spring Seminar is also SACE-registered and teachers in attendance receive 10 credits for professional development. For the Departments of Afrikaans and Humanities Education, the joint effort to facilitate this important training seminar aims to empower teachers, but also, ultimately, thousands of learners for their study in Afrikaans.

TAU/SoTL Seminar

Today's students are technologically intelligent students and their use of technology and mobile devices is ubiquitous. They appreciate the innovative adoption of technology in the lecture room for teaching, learning and assessment purposes. Academics therefore need to engage with technology even more if they want to enhance their own teaching practice and to ensure that students are actively engaged in deep learning. At the TAU/SoTL seminar on 9 October 2019, Dr Lizette de Jager (Faculty of Education, University of Pretoria) and Prof. Leung Wai Sze (University of Johannesburg) shared their experiences as Teaching

Advancement at Universities (TAU) Fellows in their individual projects on integrating apps for English teaching and on using an Agile framework as action research to reflect on teaching and learning practices. Dr de Jager also shared their TAU Fellowship enquiry group project on advancing technology assisted learning in higher education.

Dr de Jager is a Fulbright scholar for SETI, 2006, as well as a TAU Fellow (2019). Her research interests and publications are in the field of English education, applied language studies and pragmatics, instructional design and pedagogy, and technology integration in

language teaching. She presented a framework for technology integration into programmes, modules and units, based on relevant pedagogical principles and theories that will assist in developing the twenty-first century graduate attributes required from University of Pretoria students, and thus prepare them for the world of work. These sustainable projects are transdisciplinary and inter-departmental. Colleagues were invited to become involved in future cycles of these projects, which have collaboration in place across three institutions in South Africa. Some of the information about the projects is available at www.etau.co.za.

Dr de Jager can be contacted at lizette.dejager@up.ac.za.



▲ Dr Lizette de Jager (Senior lecturer in English literature, language, and methodology in the Department of Humanities Education, Faculty of Education, University of Pretoria).

African Association for History Education (AHE-Afrika) Colloquium

The Department of Humanities Education at the University of Pretoria had the privilege of hosting two consecutive events during this past September break. The first of these events was the African Association for History Education (AHE-Afrika: a Pan-African educational NPO launched in 2015 and seated within the Department) and the International Research Association for History and Social Sciences Education (IRAHSSSE) one-day International Research Colloquium, titled "Towards decolonising teaching and research: perspectives and experiences in history and social sciences education".

Prof. Johan Wassermann, Dr Denise Bentrivato and Ms Dominique du Toit (staff members, who also run AHE-Afrika) helped to organise this event. It was an honour to have our very own Siseko H. Kumalo deliver the keynote address on claims of epistemicide in South Africa.

His paper addressed the existence of a black archive which consists of the works of black or indigenous literato, musicians, poets and artists who continued to think about the Fact of Blackness, even when they were excluded from institutions of knowledge production. This created the space for excellent dialogue and set the scene for excellent presentations from fellow national and international scholars. IRAHSSSE was so generous as to provide sponsorship for ten African scholars to attend the colloquium, as well as one year's free membership to the association.

Dr Denise Bentrivato, a staff member in the Department of Humanities Education, also presented a paper on textbook images and social representations of the colonial past in Congolese schools, addressing cultural decolonisation in the Democratic Republic of the Congo. The colloquium provided important insights into an

important current issue on the African continent, namely the decolonisation of History and Social Sciences teaching and learning. The evening ended with a delicious meal at the beautiful Blue Crane restaurant, overlooking the water. We look forward to future opportunities for cross-continental collaboration and exchange.



▲ Delegates attending the AHE-Afrika Colloquium.

33rd SASHT and 3rd AHE-Afrika Joint Conference

The second event hosted by the Department of Humanities Education was the 33rd South African Society for History Teaching (SASHT) and 3rd African Association for History Education (AHE-Afrika) joint conference, from 26 to 27 September 2019. This event was also organised by Prof. Johan Wassermann, Dr Denise Bentrivato and Ms Dominique du Toit and it attracted much interest. As many as 140 guests were welcomed from South Africa's nine provinces, as well as from the broader African continent and the world. The theme of the conference was "History education and the state". During the two days that brought them

together to exchange views on this topical subject, delegates had the choice of attending 18 different panels, with topics ranging from "Sensitive issues in History education in post-conflict societies in Africa", and "History textbooks in Africa", to "Decolonising History education". Furthermore, Colleagues who had travelled from outside South Africa provided new and rich perspectives on History education outside of South Africa's national context, educating attendees about contexts that ranged from Zimbabwe and Tanzania, to Italy, Argentina and even the Pacific. The event was filled with highlights, and only a few can be mentioned. Attendees were

honoured to be welcomed by the Dean of the Faculty, Prof. Chika Sehoole, whose warm address welcomed delegates, many of whom had travelled from afar. If the variety of thought-provoking and inspiring papers presented at the event was not an indication of the calibre of the conference, the keynote address by Prof. Teresa Barnes from the University of Illinois, USA, certainly was. She presented a paper that reflected on History teaching after the seminal periods of Mugabe, Obama and Mandela. After a long first day, the delegates had the chance to network with their colleagues over evening cocktails, where they could exchange thoughts, ideas and contacts. The conference ended on a good note, with Prof. Luigi Cajani's (from the Sapienza University of Rome, Italy) donation of the recently published book *The Palgrave Handbook of Conflict and History Education in the Post-Cold War Era*, in which our very own Prof. Johan Wassermann and Dr Denise Bentrivato represent the African continent by authoring the respective chapters on South Africa, and Rwanda and Burundi.

The Department of Humanities Education would like to thank everyone who attended the conference and those involved in making it a huge success. We look forward to creating lasting collaborations based on the outcomes of this year's conference and building upon its success for next year!



▲ Delegates attending the 33rd SASHT and 3rd AHE-Afrika joint conference.

Giving access to education

The Jakes Gerwel Fellowship is a full university scholarship that provides extensive mentoring and leadership development for top learners with a passion for teaching and education.

Launched in 2017, the Jakes Gerwel Fellowship was named to honour the high impact legacy of Prof. Jakes Gerwel, a teacher and educational leader who was one of President Mandela's closest confidants. The Fellowship currently assists over 70 students nationally, with more than 30 Jakes Gerwel Fellowship students at the University of Pretoria alone. Most of these students are studying towards an undergraduate degree in the Humanities, Science or Commerce before embarking on a PGCE in the fourth year of their scholarship.

One of the beneficiaries, Mr Gerald Maanaso Lebedike, a Faculty of Education second year Bachelor of Education Senior phase and FET student, had this to say about the opportunity: "I am honoured to be recognised as an awardee of the scholarship. It has helped me financially. I am overwhelmed and feel courageous in pursuing my teaching journey with the Jakes Gerwel Fellowship team."

Since inception, the Jakes Gerwel Fellowship has had a particularly supportive relationship with the University

of Pretoria's Faculty of Education. Each year, the Jakes Gerwel Fellowship hosts a function with the Dean, Prof. Chika Sehoole, and senior staff of the Faculty of Education, that inspires students regarding their imminent teaching journey. The fellowship was at the Faculty accordingly on 16 August 2019.

Online applications for grade 12 and first year applicants open on 1 March 2020. Students with a relevant degree and who are under 30 years of age can also apply as part of a graduate intake stream from 1 April 2020. For eligibility, or for more information, please visit www.jgfellowship.org.



▲ Dr Yolandi Woest (Lecturer, Department of Humanities Education), Julian Hewitt (CEO, Jakes Gerwel Fellowship), Dr Rakgadi Phatlane (Faculty Manager), Mrs Melinda Joubert (Head, Student Administration), Prof. Chika Sehoole (Dean, Faculty of Education) and Prof. Salomé Human-Vogel (Deputy Dean, Faculty of Education), together with Jakes Gerwel Fellows of the Faculty of Education.

Strategic partners in education

The Unit for Distance Education at the Faculty of Education held a meeting on 4 November 2019 with the Limpopo Department of Education and the ETDP SETA to discuss the offering of the newly accredited Advanced Diploma in School Leadership and Management (SLM) with school principals from Limpopo Province. The strength of this project lies in the support provided by the Department of Higher Education and Training, the Limpopo

Department of Education, and the ETDP SETA. The Advanced Diploma (SLM) programme is aimed at empowering school leaders to lead and manage schools effectively in a time of great change, challenge and opportunity. It empowers scholars with knowledge and skills that will enable them to be credible leaders, not only locally, but also on an international platform.



◀ Standing row (from left): Mr Isaiah Mphaphuli (ETDP SETA), Mr Tebogo Sikiti (Limpopo Department of Education), Miss Golekane Mthelebofu (Lecturer, SMTE), Ms Maryke Mihai (Senior Lecturer, SMTE), Dr Rakgadi Phatlane (Faculty Manager), Mr Willem Cronje (Accountant, Unit for Distance Education), Dr Ruth Aluko (Researcher and Learning Designer Supporter, Unit for Distance Education), Dr Nylon Marishane (Senior Lecturer, EMPS) and Dr Teresa Ogina (Senior Lecturer, EMPS).

Seated row (from right): Dr Maitumeleng Nthontho (Senior Lecturer, EMPS), Dr Mary Ooko (Manager, Unit for Distance Education), Prof. Chika Sehoole (Dean, Faculty of Education), Mrs Sussan Malima (Limpopo Department of Education) and Mr Pitsi Malaba (Limpopo Department of Education).

8th International Conference on Education, Teaching, Learning & Innovation (ICE19 Thailand Conference)

Dr Roy Venketsamy (Department of Early Childhood Education) and his Master's degree student, Ms Candice Wilson, attended the 8th International Conference on Education, Teaching, Learning & Innovation in Bangkok, Thailand from 15-16 February 2019. Ms Wilson and Dr Venketsamy jointly presented the study titled "Early grade teachers' experience in the use of technology for teaching and learning".

The aim of this study was to investigate the experiences of early grade teachers' use of technology in improving teaching and learning. Technology is expanding rapidly across the social and economic sectors internationally. In the South African education system, technology has weaved its way into the classroom. The Department of Basic Education is supporting schools with digital technology to strengthen teaching and learning. Educational technology and its implementation have opened up a new world for learners and teachers. Teachers need to adapt and develop their teaching methods to accommodate this evolution in learning. Research has shown that learners are constantly engaged in the use of technology on a daily basis. Teachers need to understand the novel ways in which learners can harness developing technologies in

their efforts to enhance learning. For these reasons, it is imperative for teachers to accommodate modern thinking and to facilitate learner development.

This paper focused on teachers' experiences in the use of digital technology to support teaching and learning. The Technological Pedagogical and Content Knowledge (TPACK) model provided the theoretical framework. A qualitative study was undertaken to investigate early grade teachers' experience in the use of technology as a resource in their grades 1-3 classes.

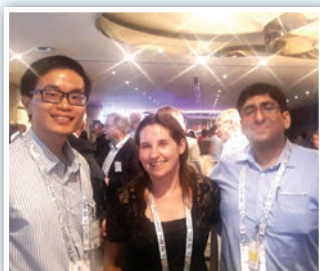
The findings suggested that early grade teachers are in favour of the use of digital technologies in their classrooms to support teaching and learning; however, due to various factors, it is not used and implemented successfully. It was recommended that, to improve the use of digital technologies, teachers must be fully trained and provided with appropriate resources. Furthermore, it was highlighted that continuous support from departmental officials would strengthen the use of digital technologies and improve learner performance and the quality of teaching and learning in schools.

Both presenters received a standing ovation for the exceptional study and for the insights on teachers' use of technology in the twenty-first century. Academics from across the world were eager to discuss issues on early grades teaching and learning in South Africa. This conference has placed the University of Pretoria on the map around the world as a leading university with a passion for and keen interest in uplifting early childhood education.



▲ Dr Roy Venketsamy (Department of Early Childhood Education) and his Master's degree student, Ms Candice Wilson.

Prof Marien Graham attended the 62nd ISI WSC



▲ From left: Dr Chong Zi Lin, Prof Marien Graham, Dr Amitava Mukherjee, and PhD student, Ridwan Adeyemi.

Prof Marien Graham, Senior Lecturer at the Department of Science, Mathematics and Technology Education, presented a paper at the 62nd International Statistical Institute (ISI) World Statistics Congress (WSC) 2019, which was held in Kuala Lumpur, Malaysia, from 18 to 23 August 2019. The ISI congress is held biennially and recent sessions have attracted over 2 500 delegates.

Participants include academics, government and private sector statisticians, and related experts from various institutes. Prof Graham's presentation was titled "Shewhart Zbar monitoring schemes with supplementary side-sensitive runs-rules for the Burr-type XII distribution".

Prof Graham was very grateful for the opportunity to present a paper at the ISI and quoted, "International collaboration between universities is advantageous to all, from the students, to the staff, to the universities and industries as a whole."

University of Pretoria star athlete still shining bright



▲ Mr LJ van Zyl (HCCSE Lecturer, Faculty of Education).

Mr LJ van Zyl, who graduated last year with his Master's degree in Humanities Education (which he studied at the University of Pretoria, in the Faculty of Education), has been selected out of 65 high profile applications from all five continents to be one of 25 students who will participate in the 7th intake for a Master's degree (M.A.) in Olympic studies at the German Sport University,

Cologne. "I am very excited about this awesome opportunity and cannot wait to get on the plane to Cologne," said the South African record holder, who clocked an unbeaten 47.66 seconds on the 400-meter hurdles at the Tuks Athletics Stadium and in the Czech Republic. Mr van Zyl is looking forward to the challenge of having to travel to Cologne five times over two years to complete this degree programme, which consists of six modules and a thesis, and receive his Master's degree, to be counted among those who have graduated from the prestigious institution. Articles also published in the 3 September 2019 Beeld and Netwerk24: <https://www.netwerk24.com/Sport/Atletiek/lj-moet-oor-die-hekkies-kom-vir-meestersgraad-20190902>

Centre for Evaluation and Assessment

CEA researchers attend ECER, 2019 in Hamburg



▲ Dr Surette van Staden (Director CEA, University of Pretoria, left) and Dr Celeste Combrinck (CEA, University of Pretoria, right).

The European Educational Research Association (EERA) hosted their 2019 conference in Hamburg, Germany with the theme “Education in an era of risk: the role of educational research for the future”. The conference was attended by Dr Surette van Staden and Dr Celeste Combrinck from the Centre for Evaluation and Assessment (CEA). Dr van Staden was discussant for a session titled “Growing up with a heritage language in Germany: effects on further language skills”.

Dr Combrinck received the WERA-DiVER IEA Visiting Researcher Award during a keynote session. The award is a joint collaboration by the World Education Research Association (WERA) and the International Association for the Evaluation of Educational Achievement (IEA) to contribute to the advancement of educational research. The conference offered networking opportunities and a wide spectrum of papers covering various educational topics.

Exploring the translations of PIRLS 2016 released passages

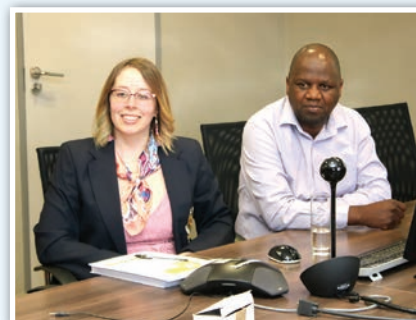
The Centre for Evaluation and Assessment (CEA) has been hosting a series of seminars to explore the Progress in International Reading Literacy Study (PIRLS) results. The last cycle of PIRLS included over 50 countries, to assess grade 4 learners’ reading comprehension. PIRLS provides participating countries with valuable trends which allow countries to compare their results from previous PIRLS studies.

Mrs Karen Roux presented a seminar titled “PIRLS Literacy 2016: exploring the translations of released passages”. This presentation formed part of her PhD studies looking at the validity of PIRLS in South Africa. The presentation focused on one part of her studies, namely whether there is measurement invariance between the English, Afrikaans and isiZulu learner results: in other words, whether there are

any potential bias items. Mrs Roux used the Rasch Measurement Theory to conduct her analysis.

Mrs Roux has looked at two PIRLS Literacy released passages: *The Pearl* and *African Rhinos and Oxpecker Birds*. It was found that a few items did indicate Differential Item Functioning (DIF) between the three language groups. During the seminar, Mrs Roux and the attendees had discussions about these items’ DIF and the difficulties of teaching language (specifically reading skills) to large classes, particularly to classes which are linguistically diverse.

The seminar was attended by staff from other departments at the University of Pretoria, as well as by representatives from other institutions, including Umalusi, the National Professional



▲ From left: Mrs Karen Roux (Project Coordinator) and Mr Gabriel Mokoena (Chief research assistant).

Teachers’ Organisation of South Africa (NAPTOSA), the Human Sciences Research Council (HSRC), and the University of Johannesburg.

University of Pretoria researchers visit the University of Hamburg



The University of Hamburg’s Diversity in Education Research Centre (DiVER) is headed by Prof. Ingrid Gogolin. DiVER’s research focuses on problems of migration and linguistic diversity in education.

Dr Surette van Staden and Dr Celeste Combrinck visited DiVER in September 2019, to learn more about how Germany is dealing with linguistic diversity, as well as to share South African solutions and insights.

◀ From left: Dr Surette van Staden (Director, CEA) and Dr Celeste Combrinck (Lecturer, CEA).

The Centre for the Study of Resilience

University of Pretoria Resilience Dialogue and Ideas Lab Series: Transdisciplinary flocking: Afrocentric resilience knowledge to address global challenges

14 October 2019, Future Africa, University of Pretoria

Prof. Tawana Kupe, the Vice-Chancellor and Principal of the University of Pretoria, presided over a Resilience Dialogue and Ideas Lab at Future Africa on 14 October 2019. The panel was titled “Transdisciplinary flocking: Afrocentric resilience knowledge to address global challenges”, and was informed by the book *Flocking Together: An indigenous Psychology theory of resilience in Southern Africa* by Prof. Liesel Ebersöhn, Director of the Centre for the Study of Resilience (CSR), University of Pretoria.

A panel of scholars from seven ecologies of knowledge spaces answered the question: “How can knowledge from Africa be included into mainstream science discourses?” The panel included Prof. Felix Maringe (Deputy Dean: Education, University of the Witwatersrand) and Prof. Lekan Ayo-Yusuf (Deputy Vice-Chancellor: Research, Postgraduate Studies and Innovations, Sefako Makgatho Health Sciences University), who represented the **People** perspective of resilience; and Prof. Coleen Vogel (Global Change Institute, University of the Witwatersrand) and Prof. Sheryl Hendriks (Director, Institute for Food, Nutrition and Well-being, and Head of Department and Professor of Food Security, Department of Agricultural Economics, Extension and Rural Development, University of Pretoria) represented the **Planet** perspective. The **Built Environment** perspective was represented by Prof. Chrisna du Plessis (Head of Department, Architecture, University of Pretoria), while Ms Marlene Ogawa (Country Director, Synergos Institute) represented the NGO perspective and Ms Netsai Gwata represented a **Student** perspective.

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



▲ The panel addressing questions from the audience.



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

WEA International Research Network (IRN) in Tokyo, Japan



5-8 August 2019, Tokyo, Japan

The International Research Network's (IRN) Effective Teachers' Communicative Strategies when Working with Linguistically Diverse Learners consists of the following researchers: Dr Geraldine Mongillo, Dr Dorothy Feola and Dr Carrie E. Hong from William Paterson University, NJ, USA; Dr Vered Vaknin-Nusbaum from Western Galilee College, Akko, Israel; Dr Randa Abas from the Academic Arab College for

Education, and Western Galilee College, Israel; Dr Margaret Funke Omidire from the University of Pretoria; and Dr Jinsook Won from the Seoul National University of Education, South Korea.

The team presented a symposium based on their previous cross-national studies, where they constructed and administered a survey in the USA, South Africa and Israel, to explore teachers' preparation, knowledge and practices for diverse language learners.

◀ From left: Prof Funke Omidire (Senior Lecturer, Educational Psychology), Dr Geraldine Mongillo and Dr Carrie E. Hong.

Postgraduate Study Abroad Programme

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

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

Dr Murphy is a distinguished Professor of Education (Educational Psychology) at

Pennsylvania State University, a Harry and Marion Eberly Faculty Fellow, as well as the Editor-in-Chief of the Review of Educational Research (RER), the highest-ranking education journal on Web of Science. The CSR has been collaborating with Prof. Murphy and her team since the Centre's inception.

This Postgraduate Study Abroad Bursary enabled Ms Basson to train with her co-supervisor, Dr Murphy, at the Department of Educational Psychology, Counselling and Special Education, in the College of Education, Pennsylvania State University, for a month between May and June 2019. The training specifically focused on strengthening Basson's knowledge and expertise in the field of systematic reviews and meta-analysis. This was enhanced by contact with other staff at the University, including lecturers, information specialists and the research team at the Quality Talk



▲ Ms Liz-Marié Basson (PhD student, CSR) with the Nittany Lion: Mascot of Pennsylvania State University.

laboratory. This research visit resulted in a refined search, sampling and data extraction strategy, based on a pilot project which was conducted during Basson's time at the Pennsylvania State University.



▲ Ms Carine Jonker (PhD student, CSR)

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

November 2019: Carine Jonker, PhD student in Educational Psychology at the CSR, University of Pretoria, also received the Postgraduate Study Abroad Bursary to visit Prof. Caroline Mansfield (Dean of the School of Education) at the University of Notre Dame, Australia in November 2019.

Ms Jonker is currently supervised by Prof. Liesel Ebersöhn (Supervisor, and Director: CSR), Dr Marien Graham (Co-supervisor, and Senior Lecturer: Department of Science, Mathematics and Technology Education),

and Dr Surette van Staden (Co-supervisor, Director: Centre for Evaluation and Assessment) for her doctoral study, titled "Pre-service teacher resilience and efficacy in a challenged education context".

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

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

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

provide quarterly training to postgraduate students registered at the Faculty of Education.

Ms Basson's training at Pennsylvania State University enabled her to introduce students to systematic reviews and meta-analysis, both of which are leading methodologies in evidence-based research. Sessions were

intended to equip students with a basic understanding of what both methods entail and to provide practical steps and tips for setting up studies, including: developing research questions, search strategies, and inclusion and exclusion criteria. The last session focused on utilising Endnote Reference Manager for sample selection, creating a codebook, and developing data extraction forms.



▲ Ms Liz-Marié Basson

University of Pretoria Faculty of Education Team at WERA 2019 Focal Meeting

5-8 August 2019, Tokyo, Japan

The University of Pretoria Education Team took part in the World Education Research Association (WERA) annual Focal Meeting, which took place at the University of Gakushuin in Tokyo, Japan this year. The presentation team consisted of Prof. Ruth Mampane, Dr Funke Omidire and Dr Ruth Aluko, all from the University of Pretoria, and the study on which they presented is titled "Reconceptualising education in sub-Saharan Africa: realising equity and social justice". The team presented its findings on teachers' perspectives on the feasibility of the evidenced-based conceptual framework

they developed for the reconceptualisation of education in sub-Saharan Africa. The framework incorporates seven indicators, as displayed in the figure below.

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

► From left: Prof Funke Omidire (Senior Lecturer, Educational Psychology), Prof. Ruth Mampane (Head Department of Educational Psychology) and Dr Ruth Aluko (Researcher and learning designer, Distance Education).



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



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

ECER Annual Conference 2019, Hamburg, Germany

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

Prof. Liesel Ebersöhn was invited to participate in a Central Event Session titled "Teacher resilience in an era of risk: new insights and directions for future research".

The other panel members were Prof. Joanna Madalińska-Michalak (University of Warsaw, Poland), Dr Maria Assunção Flores (University of Minho, Braga, Portugal), Dr Denise Beutel (Queensland University of Technology, Australia) and Dr Qing Gu (University College London, Institute of Education, UK).

Connect with the Centre for the Study of Resilience (CSR)

Prof. Liesel Ebersöhn

Director

Tel +27 12 4202337

Fax +27 12 4205511

Email liesel.ebersohn@up.ac.za

CSR Assistants

Carine Jonker, Marisa Leask and Mabeth Crafford

Email csr@up.ac.za

Address

The Centre for the Study of Resilience (CSR)
Student Centre (Building 10), 3rd floor
Faculty of Education, University of Pretoria
Groenkloof Campus, C/o George Storrar/Leyds Street,
Pretoria, 0001

Website

www.up.ac.za/centre-of-the-study-of-resilience



New and promoted Faculty staff members

Dr Clinton David van der Merwe



Dr van der Merwe joined the Department of Humanities Education in the Faculty of Education as a Senior Lecturer for Geography Education at the University of Pretoria on 1 July 2019. He has more than 15 years of teaching experience as a Geography Teacher and has recently taught at the Oprah Winfrey Leadership Academy for Girls (OWLAG),

where he was the Head of Department: Humanities (as well as the Acting Head of Academics for 8 months) and he taught Geography at OWLAG for a year and a half between 2018 and 2019. Before that, Dr van der Merwe was a Geography Lecturer and Methodologist at the Wits School of Education, from 2008 to 2017.

He has also been a Councillor on the South African Geographical Names Council (SAGNC) by Ministerial Appointment, and was a National Examiner for Geography at the Department of Basic Education (DBE) for many years. Clinton holds a PhD in Heritage Tourism from the University of Johannesburg and is an avid parkrunner. He is passionate about Heritage, Geography, and Teaching and Learning.

Mr Xolani Khohliso



Mr Xolani Khohliso was appointed as a Lecturer in the Department of Humanities Education at the University of Pretoria, beginning on 3 January 2019. He teaches Methodologies of isiZulu and Literacies in Education at different levels. He is currently pursuing his Doctor of Philosophy degree at the University of Kwazulu Natal School of

Education, majoring in the Curriculum Studies Discipline and in Language and Media Studies. His research interests include African Language Pedagogy, Second Language Pedagogy, Second Language Acquisition and Learning, and Curriculum Development and Design.

He is a promoter and an activist for African languages as languages of research and communication in the academic space. He believes in the preservation of African languages as a vital and constructive tool to build society. He is also engaged in community services such as being a Board Member of McCord Provincial Eye Hospital, under the KwaZulu-Natal Department of Health, and Deputy Chairperson of Thekwini TVET College Council, under the Department of Higher Education and Training.

Prof. Irma Eloff



Prof. Irma Eloff is a Professor of Educational Psychology at the University of Pretoria. She is also the Chairperson of the Council of *Die Suid-Afrikaanse Akademie vir Wetenskap en Kuns*. She is a member of the Academy of Science of South Africa (ASSAf) and a founding member of the South African Positive Psychology Association (SAPPA).

Her research focuses on wellbeing and sustainable development, with specific reference to quality education. She is the editor of the recently published *Handbook of Quality of Life in African Societies* (Springer). She has published five books and more than 80 scientific articles and book chapters. She has lectured in Canada, Australia, the USA, Austria and the UK. In 2018, she was awarded a Förderkreis 1669 Wissenschaft Gesellschaft Professorship at the Universität Innsbruck.

Editorial



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

Editor
Mr Thabo Masenamela
Email
thabo.masenamela@up.ac.za

Layout Dreamwave Design Solutions
Email info@dreamwavedesign.co.za

Copy editing Kaleela Callaghan
Email kaleela.callaghan@gmail.com

Printing Business Print
Email hello@businessprint.co.za

Faculty of Education official social media pages

The Faculty of Education has official social media presences on:

Facebook @UP Faculty of Education | **Twitter** EducationUP@Educationtuks | **Instagram** @UP Faculty of Education

Students and colleagues are urged to follow and like our pages to keep abreast of the activities in the Faculty, and share them with friends, prospective students and family.

Empowering up-and-coming athletes

On 23 August 2019, the Faculty of Education was abuzz with many students from schools in and around the Pretoria region attending the Higher Certificate in Sports Science Education (HCSSE) Community Project. The target for the project was grade 10 and 11 learners who are not just athletes that take part in different sports, but who are dedicated and focused young people with a passion and love for sports and who would like to pursue a career in sports.

The aim of the project was to give young people the opportunity to unlock their futures in a profession that they love and are passionate about. The Community Project covered in-depth training on technical and tactical skills, and physical training techniques of various sporting codes. It also provided an opportunity for learners to interact and learn fundamental sport skills in a fun environment. The students at the event were exposed to the facilities of the University of Pretoria, Groenkloof Campus and also received training from professional expert lecturers such as Mr LJ van Zyl, former Olympian and champion record holder, and Mr Leepile Motlhaolwa.

The three sporting codes that were practised at the project were athletics, football and netball, and motivation and theory were discussed in class. A colleague from administration also introduced the NSFAS bursary opportunities to the students.

Seven schools attended, with a total of 102 participants: 46 male and 56 female.

The impact of the intervention was difficult to see after one day; however, the HCSSE Community Project is a great initiative and gave the learners the opportunity to participate in sport and learn about the funding and academic opportunities available at the University.

The Community Project is aligned with the HCSSE Sports Practical module (JRC 150). JRC 150 serves as the foundation for the observation and analysis of exercise delivery and assessment techniques at an introductory level. The practical training units in this course provide students with exposure to exercise delivery techniques and with valuable experience in the administrative duties for their selected sport. This aids students in better understanding the physical demands and administrative responsibilities for their selected sport.

This will be an annual project and will include more schools who will get to enjoy the day in future.



▲ Students trained in athletics.



▲ Students being trained in netball.



▲ Student being trained in relay.



▲ Mr LJ van Zyl (HCSSE Lecturer, left) and Mr Leepile Motlhaolwa (HCSSE Lecturer, right) addressing learners.



▲ Mr Leepile Motlhaolwa (HCSSE Lecturer) giving students soccer tips.

Facilitating foundation phase teachers' mathematics word problem solving understanding through engaging with open-ended materials

The Department of Early Childhood Education (ECE) joined hands with the Eersterust Community Engagement Project and welcomed practising teachers from the Eersterust community for a morning of playing mathematics.

Ms Nadia Swanepoel (Lecturer, ECE), Dr Judy van Heerden (Lecturer, ECE) and Mrs Anisha Garib (Lecturer, ECE) facilitated the workshop.

The workshop started off with Mrs Garib, from Bricks Without Borders, who did a mindfulness activity with teachers, making use of LEGO bricks. Thereafter, teachers gathered in the BMW classroom, where four activity stations were set up. Each station was linked to a mathematics theme in CAPS and required teachers to solve mathematics word problems through the use of provided open-ended materials. Teachers built castles and wrote words with LEGO bricks. They were also required to build patterns with recycled items, such as miscellaneous plastic objects, and then dramatise the patterns by incorporating body actions and movements.

Another station referred to a scenario based on a picture, where a teddy had lost his kite in the wind; teachers were asked to design a new kite for the teddy using open-ended materials, such as material off-cuts, ribbons, string, straws, feathers, wooden tongue depressors, etc. The last station challenged teachers' creativity: each teacher received a mathematics mystery bottle filled with a variety of random open-ended bits and pieces; teachers were given a few minutes to create a story and share it with group members; then, teachers had to generate a mathematics word problem based on the open-ended materials in front of them.

The emphasis of the workshop was to create renewed confidence in teachers' mathematical skills and rekindle the beauty and appreciation of mathematics. Thank you, to LEGO, South Africa, for partnering with the Early Childhood Education Department at the University of Pretoria in creating a platform for future professional development initiatives. The workshop would not have been so successful without the support of Dr Hannelie du Preez and Ms Kayla Haarhoff. It is also vital to acknowledge Dr Conrad Beyers, a representative of Actuarial Science, University of Pretoria, who was a key role player in the project.



▲ All Eersterust community engagement project members posing with certificates.



▲ Teachers solving their mathematics mystery word problem.



▲ Dr Hannelie du Preez (Lecturer, ECE) facilitating the number patterns stations.



▲ Dr Judy van Heerden (Senior Lecturer, ECE) watching how teachers design a kite for a teddy bear.

Staff and students united against gender-based violence (GBV) and xenophobic attacks

The Faculty of Education staff and students held a peaceful march to show their solidarity with abused women and children, including victims of xenophobic attacks.

A clear and strong message was sent that the faculty condemns all violent attacks against foreign nationals and the abuse of women in South Africa, and across the world. Foreign students are human beings, just like South African students are. The peaceful demonstration, organised by the Faculty of Education via the Dean's office and by student leaders from House Education, received tremendous support from both students and staff who came in their numbers.

The Dean, Prof. Chika Sehoole; and the Deputy Dean, Prof. Salomé Human-Vogel were both present, and Prof. Everard Weber, Prof. Ruth Mampame and Prof. Cylil Hartell represented the HoDs. The march went very well.



▲ From left; Dr Nosipho Jaka (Lecturer, EMPS), Ms Zandile Ngcetane (WIL administrator) and Prof Saloshna Vandeyar (Director, CDSC)



▲ From left; Ms Sophie Bhuda, Ms Nompumelelo Ngcobo, Mrs Dinah Ngobeni, Ms Malebo Segodi and Mrs Lerato Mokhadi



▲ From left; Dr Gerhard Genis (Lecturer, Humanities Education), Dr Raita Steyn (Lecturer, Humanities Education) and Prof Saloshna Vandeyar (Director, CDSC)



▲ From left: Prof. Cylil Hartell (Acting Head, Early Childhood Education), Prof. Ruth Mampame (Head, Educational Psychology), Prof. Everard Weber (Head, Education Management and Policy Studies), Prof. Chika Sehoole (Dean, Faculty of Education) and Prof. Salomé Human-Vogel (Deputy Dean, Faculty of Education), together with the House Education Executive Committee, leading the march.

Encouraging words to fellow students

Live a balanced life; your sport is important, but your studies are just as important



▲ Mr Christian de Klerk (Protea Archer and HCSSE student).

Protea Archer and four-time Nationals winner, Mr Christian de Klerk shared encouraging words before exams that we need to live a balanced life to succeed in our academics. He chose to study with the Faculty of Education because it offered him a course that will fit in perfectly with his plans for the future as he would love to get more people involved in archery and teach them the sport.

Christian says that his father inspired him to do archery, "He is the one that got me involved in the sport and coached me, but my brother is the one that inspired me to keep going." His brother, Hanno de Klerk, also does archery; in 2015, he shot his way to 6th place at the Youth World Championships in Yankton, USA, and he immediately became Christian's role model.

Christian also says that doing things the University of Pretoria way is great,

"Looking back on the year, I can only say that it's been a great first year for me and I have been well supported to quickly get up to speed with how everything at the University of Pretoria works!"

Work hard and never give up on what you want to achieve

Mr Thembo Monareng encourages us to always work hard and never give up on what we want to achieve. He shared his journey of how he came to #ChooseUP: the University of Pretoria gave him more time for his sports because he wanted to expand his athletics career. "I have this drive to be the best I can be," he said. When Mr Monareng saw that he was actually really good at athletics during his schooling years, he developed a passion for it and wanted to become the best there is, like a few of his idols (Usain Bolt, Justin Gatling and Akani Simbine).

Mr Monareng wants to thank his lecturers, and support staff who have assisted him to balance his academics and sports, saying, "They are very understanding, so all you need to do is talk if there is a problem and they will immediately assist you." He also says,

"It has been amazing to live, impact and learn the UP way and I would not do it any other way."



▲ Mr Thembo Monareng (athletics champion and HCSSE student).

"FLY": first love yourself



▲ Miss Zeney van der Walt (Athletics Champion and HCSSE student).

"You have one life: have no regrets; dream big; and the most important thing is to "FLY" (first love yourself). When you love yourself, everything falls into place," said Miss Zeney van der Walt, athletics champion and HCSSE student.

Miss van der Walt praised the University of Pretoria for the support she has received from the word, "Go!" She decided to enrol for education as she felt that she had a lot to offer children, saying, "I would love to give back to the youth and be a positive influence for upcoming future athletes." She also says that she feels at home at the University of Pretoria, "as I have been living in Pretoria for the last 6 years and I am very familiar with UP".

Miss van der Walt is mainly motivated by her religion and by her love for others.

"I am a very spiritual person and I truly believe that God gave us all talents in life. What I do with, and how I use my talents are the ways I thank and repay God for all the blessings in my life."

Third year Art Education Exam Exhibition

The Department of Humanities Education hosted the annual Visual Art Education third year Exam Exhibition on 24 October 2019, at the Anton van Wouw House. This is an art exhibition where the Art Education students exhibit their year's work, which is then externally assessed, and which is open to public display. The exhibition was organised by the Art Education students, with the help of their

lecturer, Ms Deléne Human. The students had to identify challenges or issues within a South African context with which they could personally identify, and then create work that spoke to these challenges. Themes ranged from animal abuse and student mental health, to genocide and personal religious struggles.



▲ Art lovers viewing the artwork.



▲ Parents of the Art Education students viewing the artwork.



▲ Art lovers viewing the artwork.



▲ University students interacting with the art on display.



▲ Three blue paintings and a sculpture done by Mr Carl Kumm (Art Education student).



▲ Miss Mariska van Heerden (Art Education student).

Five years of equipping teachers with 21st century skills

On 24 October 2019, the LLITUP Research Unit celebrated its fifth anniversary.

The Living Lab for Innovative Teaching at the University of Pretoria (LLITUP) Research Unit was formally established at the end of 2014. The unit focuses on collaborative and interdisciplinary research in computer-integrated education, as driven through the Living Lab Research Paradigm and through an appreciative inquiry strategy. This allows educators to focus on the possible positive impact of technology in a variety of educational settings.

During 2016, LLITUP expanded its virtual existence into a physical space in the Natural Sciences Building on Groenkloof Campus, where participants can dream about the possibilities of incorporating educational

technology in teaching and learning. Workshops are hosted to allow educators to Dream2Play, Dream2Design, Dream2Learn and Dream2Teach.

A focus on the development of complex skills to navigate both the twenty-first century and the Fourth Industrial Revolution created the need for the incorporation of different technologies in the Collaboratorium activities, such as, among others, robotics and coding.

A sizable birthday cake, 3D-printed keychain gifts and festive decorations in the Collaboratorium's characteristic pink and purple colours added to the festive atmosphere of the event held to celebrate LLITUP's five-year anniversary on 24 October. A Dream2Play session

was also hosted, incorporating a variety of activities illustrating grade R to grade 9-level applications of coding and robotics.

LLITUP moves forward with a vision of empowering teachers, students and lecturers. Researchers look forward to collaborations with industry partners, and their vision includes the development of new and innovative activities that will cement LLITUP's impact on education for the 21st century.



▲ Education students coding, and programming robots.

University of Pretoria | Universiteit van Pretoria | Yunibesithi ya Pretoria

Private Bag/Privaatsak/Mokotla wa Poso X20

Hatfield 0028, South Africa/Suid-Afrika/Afrika Borwa

Tel +27 (0)12 420 4111, **Fax/Faks/Fekse** +27 (0)12 420 4555

www.up.ac.za



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA