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Integrating academic missions

Prof Liesel Ebersöhn from the Department of Educational Psychology's teaching and research outputs prove that higher education can effectively integrate research, teaching and learning, as well as community engagement. She has been engaged in teaching and learning at the University of Pretoria since 1994. Irrespective of the teaching and learning articulation, the motto of her approach to higher education teaching and learning is evident throughout: "Mutuality, collaboration and integrity can lead to quality, productivity and cohesion", she says.

Practically, her teaching and learning philosophy is evident in her integration of teaching, with research, as well as with community engagement, in order to address social issues. A leading example of her equality-directed capacity development ethic is a decade-long partnership with a school in rural Mpumalanga. Together with a Science teacher at this school, Mr Henry Fakude, Prof Ebersöhn initiated a collaboration in 2005, named Flourishing Learning Youth (FLY).

South African schools, and especially rural schools, usually do not have access to educational psychology services. By combining an engagement ethic with a quality teaching model, the FLY partnership has, in the last decade, provided MEd Educational Psychology students with experiential training opportunities at this school – preparing them to be more effective and accountable psychologists in the South. Similarly, annually, approximately 100 youth at the rural school (more than 1 000 over the last ten years) have received educational psychology services which they otherwise would not have been able to access.

In the last decade, the profile of the UP students has changed significantly and a much more diverse group now undertake their academic service learning with the youth: each individual and group gaining significantly from the other. "What has not changed is the extent of growth witnessed annually in FLY", she says. Each year, the educational psychology students are able to provide services to Grade 9 clients in the rural school.

Prof Liesel Ebersöhn is an energetic, innovative academic who is an outstanding researcher and humanitarian. She is the Director of the Centre for the Study of Resilience and the Secretary General of the World Education Research Association (WERA). She is a registered Psychologist and received several awards for her research in Education and Educational Psychology. Prof Ebersöhn is also the Executive Editor of *the South African Journal of Education* and she is regarded as a leading scholar and teacher in the field of resilience and poverty.



Ms Deléne Human exhibits her art
P22



Colleagues at methodologies workshop
P32



Up to 470 degrees and certificates
conferred
P16



Local and international researchers with educational-psychology-in-training students at the partner rural school in remote Mpumalanga. Seen with them in the front is Prof Liesel Ebersöhn and Prof Carien Lubbe-de Beer as well as Dr Karen Murphy from Penn State University. She is a co-researcher in the Flourishing Learning Youth (FLY) partnership.



Prof Irma Eloff, Dean of the Faculty of Education

Word from the Dean

"True teachers are those who use themselves as bridges over which they invite their students to cross; then, having facilitated their crossing, joyfully collapse, encouraging them to create their own." This quote by Nikos Kazantzakis has always brought me delight. Especially the part about the "joyful collapse".

All over South Africa there are teachers who use themselves as bridges on a daily basis. Their sole intention is to create pathways to better worlds for those they serve - the children in their schools and classrooms. Bridges to better lives.

We sometimes tend to forget that universities are 'schools' too. Even though our students are young adults and our lecturers have higher degrees and 'important' titles, the

teaching and learning dynamics remain mostly the same. We facilitate crossings.

In this edition of *In-tuition* we celebrate the many successes, not only of our current staff and students, but also of former students who are excelling in the global arena. Some are gaining postgraduate degrees at internationally renowned institutions, some are winning European awards for excellence in the education sector and others are awarded prestigious bursaries in highly competitive fields.

We rejoice at these accomplishments. We collapse joyfully. We also have full confidence that they are already being bridges themselves.

- Prof Irma Eloff, Dean of Education

Education researcher appointed as Convener of International Research Network

Dr Surette van Staden, lecturer in the Department of Science, Mathematics and Technology Education in UP's Faculty of Education, has been appointed as Convener of the World Education Research Association (WERA) International Research Network (IRN) on 'Reading Literacy and Associated Reading Interventions for High-Risk Children from Disadvantaged Communities'.

She will be responsible for launching, leading, and managing the IRN to achieve the aims, activities, and outcomes planned in the proposal submitted earlier this year.

WERA is an association of major national, regional, and international speciality research associations dedicated to advancing education research as a scientific and scholarly field. WERA undertakes global initiatives which can transcend any single association's accomplishments in its own country, region, or area of specialisation.

The WERA 'Reading Literacy and Associated Reading Interventions for High-Risk Children from Disadvantaged Communities' IRN has been established for the next three years, from 1 June 2015 to 1 June 2018, and is expected to produce a substantive report that integrates the state of the worldwide knowledge database, and sets forth promising research directions.

As Convener, Dr Van Staden will be responsible for submitting an annual progress report and the final three-year report. The first task that she must complete is to prepare a synthesis report on the state of existing research and promising research directions worldwide.

Dr Surette van Staden is an active researcher in the field of education. Research she undertook last year, which was published in the *South African Journal of Education*, identified factors that predict reading literacy achievement in Grade 4 learners in South Africa. The study drew on the preProgress in International Reading Literacy Study (prePIRLS) 2011 data, which places South African Grade 4 learners' results at 461, substantially below the international centre point of 500.

As part of the prePIRLS research, Dr Van Staden published two more articles on her research findings. One of the articles, co-authored with Ms Celeste Combrinck and Ms Karen Roux, both from the Centre for Evaluation and Assessment at the Faculty of Education, focused on patterns in introducing critical reading skills and strategies to South African children. The second article, published in *Perspectives in Education*, reported on Dr Van Staden's doctoral investigation under the supervision of Prof Sarah Howie, which aimed to identify and explain relationships between some major learner and school-level factors associated with successful reading in Grade 5.



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

Constructing biracial identity in post-apartheid South Africa

A research study conducted by Dr Wendy Carvalho-Malekane, lecturer in the Department of Humanities Education at UP, was set up to investigate how young adults in post-apartheid South Africa construct an identity, with the emphasis on individuals with a biracial heritage.

These are individuals who are products of interracial relationships, with parents from two different racial groups. Born of an interracial marriage herself, her mother being white and Spanish, and her father black and Tswana, this is a topic close to Dr Wendy Malekane's heart.

The study explores how young biracial adults navigate the world with two different racial backgrounds, construct an identity within a multicultural democratic South Africa, and, more specifically, how they understand their unique experiences and perspectives as biracial individuals within a South African social context.

Her reason for undertaking this study is that there is a lack of recognition and acknowledgment of the existence of multiracial populations by the dominant groups of societies, specifically within the South African context, where the biracial experience has a marginalised perspective and a culture of silence within local and indigenous literature.

Her PhD study sample included 10 young men and women of biracial heritage, between the ages of 18 and 25, and living in Gauteng. According to Dr Carvalho-Malekane, the results indicate that most of the young participants in this study challenge the rigid racial categories in the current political context by identifying themselves with biracial markers and describing their experiences as biracial individuals. She found that the identities of the young biracial adults did not follow a clear linear progression. Instead, their identity construction constantly changed and evolved, with their self-identification varying across individual, time, and social contexts. The young adults choose different identities, influenced by complex and interacting factors, such as intrapersonal, interpersonal and contextual factors.

Dr Carvalho-Malekane notes, "The participants were like chameleons, choosing to identify with different racial groups in different contexts and at times choosing not to identify racially, but rather according to their religious, cultural or national identities."

While most of the young adults chose to construct a biracial identity, thus recognising both sides of their heritages, and classifying themselves as members of two racial groups, others chose to identify in non-racial terms, preferring to be viewed as 'just' human.



Dr Wendy Carvalho-Malekane from the Department of Humanities Education

According to Dr Carvalho-Malekane, as South Africans it is important to recognise and respect the different racial, ethnic and cultural identities in our Rainbow nation. "I hope that my research study could possibly assist people to understand and support others' diverse identities and backgrounds, as well as to create communities where people are respected and celebrated for their differences."

Youth apprentice project presented at AERA

As part of the 2015 Annual Meeting of the American Educational Research Association (AERA), research developed by the 'Education Research to Performance Youth Apprentice' project was presented.

The aim of the project is to feature youth engaged in education research with faculty members. Prof Salomé Human-Vogel and Dr Ruth Mampane of the Department of Educational Psychology are leading one of 10 teams competitively selected for this project from more than 40 proposals.

The 10 teams selected hail from Atlanta, Chicago, Cleveland, Los Angeles, New Orleans, New York, Queens, and Manhattan, all in the United States, as well as from Johannesburg in South Africa. In December 2014, a preparatory workshop for the Education Research to Performance Youth Apprentice teams was held in Chicago. The teams reconvened during the AERA Annual Meeting in Chicago in April this year, to present the research at a featured session.



At a meeting in Chicago were from left: Mr Mduzuzi Manayna; Prof Salomé Human-Vogel; Dr Joyce King; Ms Linda Nienaber; Dr Ruth Mampane and Mr Joel Mphaki.

Professor lauded for significant contributions

Prof Kobus Maree of the Department of Educational Psychology recently received the Psychological Society of South Africa's (PsySSA) Award for Excellence in Science during the 20th South African Psychology Congress.

The award was made in recognition of Prof Maree's significant contributions to Psychological Science, including the national and global recognition he enjoys as a leading researcher, lecturer, teacher, scholar, and thinker in career counselling, as evidenced by his many scholarly publications (including books, book chapters and articles in leading national and international journals) and multiple invitations to present locally and internationally.

Globally recognised for his work, Prof Maree specialises in career counselling and in life designing, including the advancement of an integrated, qualitative and quantitative approach to career counselling, and helping individuals overcome the shackles of a poor background by giving them hope.



Prof Kobus Maree – nationally and internationally awarded



Dean delivers keynote in Spain

Prof Irma Eloff, delivered a WERA-invited keynote address in Valencia, Spain in July 2015. The title of the address was 'Transformation and social justice in teacher education in an emerging democracy'. The CIMIE conference is a multidisciplinary annual conference in Spain, which focuses on education research. The conference was attended by more than a thousand delegates from 153 universities in 29 countries.

Academic paper published in leading international journal

In its February edition, the *Journal of Vocational Behavior*, an internationally renowned scholarly journal in the field of career counselling, published as the leading article a research paper by Prof Kobus Maree, a B-rated researcher in the Department of Educational Psychology. The article addressed the need to rethink existing career counselling theory and praxis.

In his article, Prof Maree explains that the world of work has undergone dramatic changes following the global economic meltdown and related developments over the past few decades.

"The resultant uncertainty, insecurity, work trauma, and feelings of 'stuckness' experienced by many employees as the form of work changed from stability to mobility to meet the labour needs of post-corporate societies called for an innovative, adaptive, flexible response from counsellors and clients alike," the Prof Maree said.

This response includes the rethinking of existing career counselling theory and praxis, as well as the design of new strategies, techniques and assessment instruments (narrative instruments, in particular). It has also led to a move away from using objective approaches in isolation.

According to Prof Maree, postmodernism is characterised by global connectedness and networking, as well as by impermanence, unrestricted participation at all levels, a disregard for both repressive power structures and uncritical observance of rules, immediacy, and ample allowance for emotion, creativity, and innovation.

"The pendulum has swung strongly towards appreciation for feelings, passion, and freedom of expression, and the sense of being listened to by people at all levels and at all times. Emphasis is placed on encouraging and enabling clients to express their deepest emotions and passions more openly and thereby help them identify deep-seated strengths and motives," he added.

New Head of Humanities Education



Prof Jan Nieuwenhuis, Head of the Department of Humanities Education

Prof Jan Nieuwenhuis, Chairperson of the Research Committee for the Faculty of Education at UP, acclaimed researcher in the field of values and human rights in education, and expert in the field of qualitative research, was recently appointed as the new Head of the Department of Humanities Education.

Prof Nieuwenhuis has been involved in educational research since 1979, having conducted more than 40 research projects as researcher and project leader. His research covers a broad range of educational topics, and includes national and international studies. He has been involved with a number of National Research Programmes (such as the De Lange investigation of 1981, and the Committee of University Principals' National Research Investigation into University Education in South Africa). Between 1986 and 1996, Prof Nieuwenhuis was manager of a large research directorate.

In 2005, Prof Nieuwenhuis undertook research for the Canada-South Africa Teachers Development programme, consulted to the UNESCO Expert Consultative Group on the Definition of Basic Education in 2008, and currently he consults to the Council of Higher Education in Lesotho on the development of an institutional audit framework.

Furthermore, the professor continues to consult to the Accreditation Committee of the Higher Education Quality Committee of the South African Council on Higher Education, having long participated in the National Review of Education Programmes in South Africa, and he served as member of the Reference Group for Teacher Professional Development of SACE and the then Department of Education.

Prof Nieuwenhuis is a member of the Education Commission of *Die Suid-Afrikaanse Akademie vir Wetenskap en Kuns* (South African Academy of Science and Arts), a trustee of the Research Committee of the *Erfenisstigting*, and Chairperson of the *Rapport Onderwysfonds*.

Having published more than 50 technical research reports, two academic books, and 15 articles in academic journals as author or co-author, he also contributed 12 chapters to academic books; delivered numerous papers at national and international conferences and supervised 24 master's and doctoral students to completion of their degrees. Prof Nieuwenhuis was awarded the Senior Research Medal Extraordinaire of the Education Association of South Africa in 2010.

Prof Nieuwenhuis not only guided the Department of Humanities Education through the departmental quality assurance audit in 2014, but also showed that the Department has a good suite of programmes and modules covering a spectrum of aspects tied to Humanities Education. These programmes and modules range from undergraduate to postgraduate levels.

"The Department has a sense of excellence that need nurturing and development. Our Department is privileged to have young academics with a bright future as well as mature academics who are NRF-rated," Prof Nieuwenhuis said.

Prof Nieuwenhuis has several strategic objectives for the Department, including developing a culture of research; transforming

teaching and learning; employment equity; and transforming the culture of the Department of Humanities Education.

"A dream is just a dream. A goal is a dream with a plan and a deadline." Prof Nieuwenhuis quotes Harvey MacKay, and embraces this passionate approach, applying it to making things work in the Department and contributing towards several developments in the Faculty of Education.

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Ms Annalize Brynard,
Editor of In-tuition

Editorial

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International conference hosted by CEA

The Centre for Evaluation and Assessment (CEA) hosted the 6th International Association for the Evaluation of Education Achievement (IEA) International Research Conference (IRC). This prestigious international conference was organized in collaboration with the IEA and was held at Protea Hotel Breakwater Lodge in Cape Town in June. Several of the staff members in the CEA participated in the event.

The keynote speakers were Prof Sarah Howie, Director of the CEA; Dr Silvia Montoya of the UNESCO Institute for Statistics in Canada and Prof David Kaplan of the Department of Educational Psychology at the University of Wisconsin-Madison in the United States.

Prof Howie's presentation was entitled 'What do the IEA Studies Mean for Developing Countries' Education Systems and Educational Research?'. Dr Montoya explored the topic 'Post-2015 Education Framework: A Strategic Approach to Improve and Monitor Learning Outcomes as Part of the Post-2015 Education Targets' and Prof Kaplan presented on 'The Bayesian Revolution and its Implications for the Analysis of International Large-Scale Assessments'.



The Centre for Evaluation and Assessment staff members who attended the conference were from left: CEA Staff members from left: Mr Gabriel Mokoena; Ms Nelladee Palane; Ms Karen Roux; Dr Caroline Long; Ms Sandra van Niekirk; Ms Thembisile Matlou; Prof. Sarah Howie (Director); Ms Rosalie Loots; Mr Thamsanqa Ncube; Ms Celeste Combrinck; Mr Mishack Tshale and Mr Stefan de Jager.

For the past 50 years, the IEA has been responsible for the organisation of large-scale international comparative research studies in education. At the conference, research papers by international and local researchers were presented based on data from the IEA studies such as the 'Progress in International Reading Literacy Study' (PIRLS); the 'Trends in International Mathematics and Science Study' (TIMSS and the TIMSS Advanced); the 'International Computer and Information Literacy Study' (ICILS); the Second Information Technology in Education Study (SITES); the 'International Civic and Citizenship Education Study' (ICCS, CIVED) and the 'Teacher Education and Development Study in Mathematics' (TEDS-M). Several presentations also linked the research-based evidence from various IEA studies with policy developments and with implications for curriculum.

Among invited dignitaries were the Chair of the IEA, Ms Anne-Berit Kavli from Norway; the Director of the IEA, Dr Dirk Hastedt from Germany and the Minister for Education in the Western Cape, Mrs Debbie Schäfer who opened the conference on the 24 June. The conference was also honoured to have Vice-Principal for Research and Postgraduate Education at the University of Pretoria, Prof Stephanie Burton present. She welcomed the guests at the conference dinner and presented the University of Pretoria's research profile. Delegates from the broader education research fraternity including universities, non-governmental organizations (NGO's), government departments and from the private sector attended the conference.

Professional learning community launched

The University of Pretoria is taking the lead in the field of Rasch-modelling, a tool for validating test and survey instruments, and analysing data.

In February 2015, a professional learning community (PLC), coordinated by Dr Caroline Long, Senior Lecturer in the Department of Science, Mathematics and Technology Education and Deputy Director of the Centre for Evaluation and Assessment (CEA), was launched at Groenkloof Campus.

Key participants in the PLC are Prof Marietjie Potgieter from Department of Natural and Agricultural Sciences, Dr Lizelle Fletcher from the Department of Statistics, and CEA staff members. Colleagues from various UP departments, as well as from the University of the Witwatersrand, the University of Cape Town, and Umalusi also attended the launch, where Mr Paul Mokilane of the Council for Scientific and Industrial Research (CSIR) spoke on 'The empirical comparison of item parameters of Classical Test Theory and Rasch's Partial Credit Model in performance assessments'.

Several countries use the Rasch model to evaluate tests and surveys for large and small scale studies, while in South Africa, increasing numbers of people are becoming proficient in Rasch measurement theory and its applications.

The aim of the PLC is therefore to promote professional learning about Rasch-modelling in colleagues from all the northern universities and institutions. International collaboration is ongoing with Prof David Andrich of the University of West-Australia. Dr Long explains that PLCs are an important initiative within professional communities, and act as "a meeting between professionals to learn from each other and to support each other. Colleagues can share ideas, present research possibilities and learn from the positive criticism of people in the same field."



Dr Caroline Long from the Department of Science, Mathematics and Technology Education.

Three staff members awarded for their research

The University of Pretoria recently presented its annual Academic Achiever Awards to honour its academic achievers and researchers, and to recognise their commitment to quality education and research. The Chancellor's Award was presented to 30 researchers across three categories: Research; Exceptional Academic Achievers; and Exceptional Achievers.

Three staff from the Faculty of Education received awards in the Research category. Prof Irma Eloff, Dean of the Faculty of Education, and Prof Liesel Ebersöhn, from the Department of Educational Psychology, both received awards for their C1 NRF ratings. Prof Pieter du Toit from the Department of Humanities Education received an award for a new C3 NRF rating.

The research of Prof Irma Eloff, Dean of the Faculty of Education focuses on positive psychology, resilience, HIV and vulnerable children within the broad fields of education and educational psychology. She has led large-scale research projects in these fields. Her research investigates strength-based approaches within vulnerable populations, where she interrogates how humans find ways to respond positively to circumstances of severe adversity.

In July 2014, she received the international Prize for Excellence in HIV Research Related to Children Affected by Aids in Melbourne. She was chosen as one of the top three Most Influential Women in Business and Government in South Africa in the Education category in 2013, and in January 2015 she received the Education Association of South Africa's Medal of Honour.



Prof Irma Eloff

Prof Liesel Ebersöhn is Professor in the Department of Educational Psychology and Director of the Centre for the Study of Resilience in the Faculty of Education. She studies resilience and education with the postcolonial context of high risk, high need and resource constraints with the aim of positioning Global South scholarships within mainstream resilience in education discourses. She is a member of the Academy of Science South Africa (ASSAf) and the Secretary General of the World Education Research Association. She is the Editor of the South African Journal of Education which, under her leadership has been ranked by Thomas-Reuters as number 120 out of 219 journals on education and educational research. Prof Ebersöhn was a runner-up in the Distinguished Researcher category of the Department of Science and Technology Women in Science awards and is principal investigator in several current studies on education and resilience.



Prof Liesel Ebersöhn

Prof Pieter du Toit is Associate Professor in the Department of Humanities Education and the Programme Coordinator for the Postgraduate Certificate in Higher Education (PGCE). His field of specialization is learning and teaching in higher education, with a specific focus on the educational and professional development of academic staff. Prof du Toit participated in exchange programmes with Iowa State University and the University of Oklahoma, which were partly sponsored by the United States Agency for international Development (USAID). He was also involved in an exchange programme with the Catholic University of Leuven and holds a postdoctoral fellowship at the University of Antwerp, Belgium. Both the exchange programme and the fellowship were sponsored by the Flemish government. He collaborates with the Eduardo Mondlane University in Mozambique on professional development programmes.



Prof Pieter du Toit

Prof du Toit received an Education Innovation Award from the University of Pretoria in 2014 and was nominated for the Education Research Africa Award (ERAA) for mentoring in 2013. His collaborations with the Ned Herrmann Group in the USA led to the publication of a significant co-authored work titled *Whole Brain thinking in higher education: practice-based evidence*, which reports on 14 years of research, in his field.

Former Head to lead Centre



With Prof Cycil Hartell, former Head of the Department of Early Childhood Education (middle) is from left: Dr Sonja van Putter, Acting Head of the Department of Science, Mathematics and Technology Education; Prof Irma Eloff, Dean of the Faculty of Education; Ms Melinda Joubert, Head of Student Administration; Prof Jan Nieuwenhuis, Head of the Department of Humanities Education; Dr Johan Hendrikz, Manager of The Unit for Distance Education and Prof Max Braun, Deputy Dean of the Faculty of Education.

Prof Cycil Hartell, Head of the Department of Early Childhood Education (ECE) has been seconded to lead the Centre for Japanese Studies at the University of Pretoria from 1 May 2015. The Centre is hosted by the Faculty of Humanities. In order to dedicate himself fully to this new position, Prof Hartell has resigned as Head of ECE.

Prof Hartell has served as the Head of the Department of Early Childhood Education for the past seven years and he has been in the Faculty of Education for 18 years. He was the first black academic to be appointed in the Faculty of Education.

In his role as Head of Department, Prof Hartell established a research culture and he laid the foundations for quality postgraduate studies in this field which is of national importance. He also promoted the long history of excellence in teacher education in this department in the fields of early childhood and foundation phase. He was a leading figure in the establishment of a strong national network in ECE and successfully attracted EU-funding for key projects. Within the management team, Prof Hartell fulfilled an important role and he frequently represented the Faculty of Education at high-level events.

The Centre for Japanese Studies (CJS) was established in 2010 at the Gordon Institute of Business Science (GIBS) campus. The Centre has been moved from GIBS to the Hatfield campus in order to create and include a wider community of intellectuals consisting of academics, students and business leaders in South Africa and Japan. The focus of CJS will be to promote the University of Pretoria's (UP) goals of research, teaching and learning, community engagement, and access and diversity by supporting and encouraging dialogue and collaboration through networking between UP scholars and their Japanese counterparts that spans the disciplines in all the faculties and departments across the Hatfield, GIBS, health sciences and veterinary sciences campuses. Opportunities for enrichment will be pursued and provided through research collaboration and partnerships, publications, visiting scholars' programmes, undergraduate programmes, postgraduate and post-doctoral student exchanges, research grants and scholarships and national and international conferences, seminars, lectures and talks.

"The Centre will primarily focus on UP's academic activities and community engagement in the South African environment and increasingly expand its horizon to its broader African environment through research collaboration and networking with universities in Japan", said Prof Cycil Hartell.



Dr Laurel Becker from the Department of Humanities Education

Academic appointed to Umalusi Council

Dr Laurel Becker, Senior Lecturer in the Department of Humanities Education, has been appointed by the Minister of Basic Education, Ms Angie Motshekga, to serve on the Umalusi Council until 2018. One of Dr Becker's responsibilities is to Chair the Accreditation Committee of the Council.

Akademikus in Wuppertal



Dr Alta Engelbrecht geniet 'n kosbare oomblik saam met 'n groep leerders van Laerskool Wuppertal.

Dr Alta Engelbrecht van die Departement Geesteswetenskaplike Opvoedkunde het onlangs 'n interessante besoek aan die lieflike Wuppertal, 'n skildteragtige dorpie in die Sederberge gebring.

Haar navorsingsfokus van die afgelope 15 jaar is handboeke en die invloed wat dit op leerders het. Die doel van die besoek was om persepsies van leerders en onderwysers ten opsigte van handboeke en onderwysersgidse te verken.

In afgesonderde gebiede, soos Wuppertal kan leerders dikwels nie met die inhoud in hul handboeke identifiseer nie, omdat die wêreld wat daarin geskets word, vir hulle onbekend is. Verkeersligte en stadsverkeer is byvoorbeeld glad nie deel van die verwysingsraamwerk van die leerders van Laerskool Wuppertal nie. Groot was die leerders se verbasing toe hul verneem dat daar 'n gedig oor Wuppertal in die Afrikaanse letterkunde bestaan en ook dat dr Engelbrecht een van die skrywers van hul handboek, *Platinum Afrikaans Huistaal* is.

Dean honoured with award at EASA conference

The Education Association of South Africa (EASA) has bestowed its medal of honour on Prof Irma Eloff, Dean of the Faculty of Education, in recognition of her outstanding service to education over a sustained period of time.

Prof Eloff delivered the conference's keynote address, before receiving her prestigious award. Criteria for the award include extraordinary achievements in the fields of education administration, policy, research or leadership, as well as promoting the prestige of South African education as social science and as practice on an international level.

Prof Eloff is an NRF-rated researcher and a registered psychologist. She is an alumnus of the Universities of Stellenbosch, Pretoria and North West.

As former Head of Department of Educational Psychology, and Chair of Educational Studies, she has also been a visiting professor in the Psychology Department at Yale University. She has presented lectures across the globe on themes of positive psychology, HIV, resilience, and vulnerable children.

Prof Eloff is currently the Chair of the Education Commission and Deputy-Chairperson of the Council of *Die Suid-Afrikaanse Akademie vir Wetenskap en Kuns* (South African Academy of Science and Arts). She



Prof Irma Eloff has received a medal of honour from the Education Association of South Africa (EASA), in recognition of her outstanding service to education over a sustained period of time. Presenting the award is Prof Dipane Hlalele.

is an ASSAf member and was the first academic in Education to win the Exceptional Young Researcher Award at the University of Pretoria.

During her term as Dean of Education at the University of Pretoria, Education as subject field at UP has achieved an international ranking in the top 150 in the World QS World university rankings.

Excellence in education celebrated at EASA conference

The Annual Conference of the Education Association of South Africa (EASA) was hosted by the Faculty of Education near the town of Mookgophong (formerly Naboomspruit), Limpopo, in January this year.

The theme of the conference was 'Celebrating excellence in education'. Several of the staff members of the Faculty of Education attended the conference.

The dawn of a truly democratic dispensation in South Africa in 1994 started a process of transformation in education that continues to this day. This process of transformation has resulted in the formulation, adoption and implementation of policies that have changed education at all levels. Policies that continue to enable access to education include, amongst others, the South African Schools Act and the South African Constitution (which includes the Bill of Rights). Over the past 20 years, the implementation of transformative policies such as those mentioned above has aligned with the international slogan 'education for all'. This slogan has aimed to ensure redress, equity and access to education, while safeguarding the democratic rights of all citizens.



Members of the Executive Committee of EASA

The focus was on two questions, 'How do we assess, interrogate or measure excellence in education?' and 'How can Higher Education institutions influence and promote excellence in teaching, learning and research at all levels of the education system?'. Discussion and papers at the conference successfully emphasised excellence in teaching and learning, while celebrating outstanding performances of educators, researchers, and academics, as well as achievements in institutions of teaching and learning.

UP mobile learning

experts develop e-resources for CSIR project

A group of mobile learning experts at the Faculty of Education recently successfully completed a mobile app e-resource project for the Council for Scientific and Industrial Research (CSIR). This project was the first interdisciplinary research project in the Living Lab for Innovative Teaching at the University of Pretoria (LLITUP) research unit in the Faculty of Education.

The aim of the project was to identify mobile applications that can be linked to the CAPS documents to support teaching and learning in Science, Mathematics and English in all the South African Basic Education phases. The project commenced in March 2014 and concluded in April 2015, and was led by Dr Ronel Callaghan at the Department of Science, Mathematics and Technology Education. Eleven researchers, representing the departments of Science, Mathematics and Technology Education, Early Childhood Education, and Humanities Education, formed the core research team of the project, supported by students and other researchers.

During the project, the researchers had to identify appropriate mobile applications per age group that can be pre-loaded onto Android tablets. The submissions of this phase were the initial list of 220 mobile apps, as well as a first version of the app evaluation tool. The next step was to source, test, evaluate, align, quality assure, and describe a wide range of Android tablet applications for the appropriate age group and phase. This resulted in 100 in-depth evaluated apps. Lastly, the team had to provide application possibilities of these Android tablet applications in the teaching and learning environment, focusing especially on enrichment, extension, and remediation. The final outcome of this phase was 40 designed lesson plans.

According to Dr Callaghan, it was a daunting and time-consuming task to find good apps, to think in new ways when planning for mobile teaching and learning, and to obtain ethical clearance for the research linked to the project.

"It became apparent that there is a myriad of apps available, it is increasing every day, and that the evaluation process therefore is as important as the design of educational interventions utilising these apps," she said.

A series of workshops was arranged throughout the duration of the project. The purpose of the workshops was to build a community of practice, share ideas, collaborate, create templates, to plan subsequent phases, and clarify roles and responsibilities.

Participants regularly commented on the advantages of working on an interdisciplinary research project, while Dr Callaghan identified capacity building as one of the major positive results of the project for the Faculty of Education. She highlighted the positive impact of the project on the teaching and research practice of the core research team, and therefore also on in-service teachers, student teachers, postgraduate students, and the school environment.

The research team would like to be involved in possible future subject-specific support and workshops with educators, especially to investigate the challenges and implementation of the mobile app e-resource project deliverables.

Dr Callaghan pointed out that the main drive behind applying for and participating in this project was to provide interdisciplinary research opportunities to the core project team in the Living Lab research paradigm of LLITUP.

"Interdisciplinary research in this project proved to be inspiring and supportive of creativity. The project created an excellent set of raw data that each researcher can apply in their own research foci," she noted.

Two articles from this project have already been submitted for publication in accredited academic journals.



Dr Ronel Callaghan, Manager of the The Living Lab for Innovative Teaching Research at UP (LLITUP)

Changing lives is her motto

The Client Services Centre (CSC) at Groenkloof Campus is delighted with the recent qualification of Ms Betty Ncobo, the Funza Lushaka Bursary Consultant. Ms Ncobo recently graduated from Unisa with a BA in Health Science and Social Services, specialising in Psychological Counselling.

Ms Ncobo feels that it is important to her to see people fulfil their dreams: "Some people don't know that they can and have that potential in them. People should understand that today's challenge is tomorrow's victory."

She enjoys her work at the Faculty of Education thoroughly, in particular, listening

to the challenges of the many students who daily stand in front of her, and finding solutions for their problems. "To tell a student that he or she did not qualify for funding because the resources are limited is not an easy task, but, if one can deal with people in a polite and sympathetic way, it makes the task so much easier."

Dealing with so many students, Ms Ncobo has a message for each of them: "Believe in yourself and allow change to happen. Try new things in life, change direction. Try to understand that failure in life is not a denial but a delay. You must have faith, hope and stretch your wings. Believe in yourself that you are strong, talented, creative, dedicated and equipped."

Ms Ncobo's family is very proud of her achievement.



Ms Betty Ncobo

Fascination with mobile learning – new horizons for students and educators

The Living Lab for Innovative Teaching Research at UP (LLITUP), of which Dr Ronél Callaghan from the Department of Science, Mathematics and Technology Education is the manager, has as one of their research foci, 'Technology in education'.

Sadly, not every student has access to a computer and the internet. And given the costs of hardware, school districts cannot afford to provide a personal computer to every student. However, most young people have mobile phones, a situation which provides a real opportunity to transform instruction. Students love mobile technology, and use it regularly in their personal lives. It is therefore no surprise that young people want to use mobile devices to make education more engaging and personalise it for their particular needs. As mobile phones, tablets, and other connected devices become more prevalent and affordable, wireless technology can dramatically improve learning and bring digital content to students.

Mobile learning, as a sub-set of technology in education, represents a way to address a number of South Africa's educational problems. Devices such as smart phones and tablets enable innovation, and help students and educators to gain access to digital content. Mobile devices, used in conjunction with wireless connectivity, are essential tools to improve learning for students. Educators need to figure out how to harness this technology for instructional purposes and employ it to boost educational learning.

Mobile learning makes it possible to bring interactivity into the classroom, and also to extend education beyond the physical confines of the classroom and the fixed time periods of the school day. It allows



Staff from the Pretoria Boys High, facilitators from the Department of Mining Engineering; Dr Ronél Callaghan and other staff members experimenting with 'tablet-selfies'

students to access e-resources from home, communicate with teachers, and work with other people online. The value of mobile devices is that it allows students to connect, communicate, collaborate, and create, using rich digital resources.

One of the products of LLITUP's Technology in education research focus is a Mobile Learning workshop, designed to introduce facilitators to twenty-first century teaching and learning possibilities using mobile devices. The course is presented through CE@UP to teachers, lecturers, trainers, and other facilitators. The fourth version of this course was attended recently by teachers from Pretoria Boys High, and CE@UP lecturers from the Department of Mining Engineering in the Faculty of Engineering, Information Technology and Built Environment (EBIT).

The use of tablets and smart phones was discussed, ideas shared, and practical experiments undertaken during the course. Topics of discussion included the use of the tablets and smart phones during teaching, the

resourcing, evaluation and implementation of different e-resources, as well as planning for teaching and assessment.

According to Dr Callaghan, these courses are usually attended by academics and students from a variety of educational environments, which facilitates interesting discussions and sharing of expertise and ideas. The Mobile Learning workshop and research also impact on different undergraduate and postgraduate modules in the Faculty of Education, as well as on the teaching practice of education students.



Wi-Fi

for lecture theatres

The pilot project for setting up Wi-Fi in lecture theatres at the University of Pretoria was launched with great success in the Aldoel 1 lecture theatre, Groenkloof Campus, in March this year.

Postgraduate Certificate in Education (PGCE) students and third-year BEd students had the opportunity to participate in testing the new Wi-Fi facility. The results of the test will impact directly on the implementation of similar Wi-Fi facilities in other large lecture theatres at the University.

Mr Dennis Kriel of Education Innovation facilitated the test of the new Wi-Fi facility through a 'gamification' session. Gamification is a teaching strategy that promotes interactivity through the implementation of gaming elements (such as challenges, levels, leaderboards, stories, continual feedback, and the freedom to fail). All those present simultaneously watched a video on their mobile devices, then completed an online questionnaire as part of a competition. The results were immediately available and the six winners were each presented with a prize from the project leader, Dr Wimpie Beeken, and the sponsors of the session.

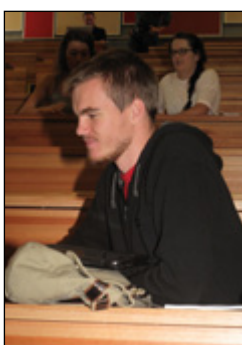
The pilot project has already impacted positively on teaching and learning activities of students who use the lecture theatre. "We love this!", said many students about the new teaching technology.



From left: Dr Wimpie Beeken, Programme Manager; Mr Matthew Barker, Aruba Country Manager, Sub-Saharan Africa; Mr Cary de Sousa, Aruba Territory Manager, Sub-Saharan Africa; Mr Ryan Wedderburn, Aruba Service Engineer, Sub-Saharan Africa.

What is 'gamification'?

Gamification is the use of game thinking and game mechanics in non-game contexts to engage users in solving problems and increase users' contributions. Gamification has been studied and applied in several domains, with some of the main purposes being to engage (improve user engagement, physical exercise, return on investment, flow, data quality, timeliness); teach (in classrooms, the public or at work) entertain (enjoyment, fan loyalty), measure (for recruiting and employee evaluation), and to improve the perceived ease of use of information systems.



Alberta-Pretoria partnerships strengthened

A Memorandum of Understanding between the University of Pretoria and the University of Alberta was strengthened when a delegation from UP's Faculty of Education visited Edmonton in April 2015.

The discussions yielded several fruitful outcomes that will strengthen research in education on both sides. Existing research projects were utilised to create pathways for multi-country replication-studies, the results of which may be available in the next two years. Profs Irma Eloff and Everard Weber presented lectures on globalisation at the Research Day of the Department of Education Policy Studies, University of Alberta. Dr Sonja van Putten led discussions on possible student internships in scarce-skills areas in South Africa, while Ms Linda Bosman presented opportunities for collaboration around

global citizenship and global education, especially in early childhood education.

Opportunities for student and staff exchanges between the two institutions were also broadened.

"This partnership is about much more than the signed paper of the Memorandum of Understanding" says Prof Irma Eloff, Dean of UP's Faculty of Education. "It is alive with possibilities and synergies for advanced research in education in a variety of fields. In the short time that we have grown this partnership, we are already seeing positive outcomes."



From left: The Pretoria delegation with Dr Fern Snart, Dean of Education, University of Alberta, comprised Prof Everard Weber; Ms Linda Bosman; Dr Sonja van Putten; Dr Kgadi Mathabathe and Prof Irma Eloff, Dean of the Faculty of Education, UP.



Prof Everard Weber from the Department of Education Management and Policy Studies with Dr Lynette Schultz from the Department of Educational Policy Studies at The University of Alberta.



From left: Dr Lynette Shultz; Ms Linda Bosman; Ms Kgadi Mathabathe; Mr Terry Godwaldt (Director: Centre of Global Education); Prof Irma Eloff; Dr Sonja van Putten, Prof Everard Weber and Dr Fern Snart.

Dean invited to deliver lecture in Wisconsin



From left: Prof Jacques du Plessis, UWM; Dr Alan R Shoho, Dean of Education, UWM; Prof Irma Eloff, Dean of Education, UP; Robin van Harpen, Vice-Chancellor's Office, Finance, UWM; and Prof Johannes J Britz, Provost and Vice-Chancellor, UWM.

Prof Irma Eloff, Dean of the Faculty of Education, was invited to present a public lecture at the University of Wisconsin in Milwaukee (UWM), in the United States in April 2015. The lecture was entitled, 'Education in South Africa: a Dean's perspective'.

During the introduction, the new Dean of Education at UWM, Dr Alan R Shoho, noted that faculties of education can serve their students in innovative ways, while also building the careers of Education researchers. Prof Eloff's lecture challenged existing perceptions of education and highlighted the consistent contrasts that confront Education researchers. She also shared some thoughts on the contributions faculties of education can make in broader society. "We should focus on quality, not just on access. We should have high expectations of our students while we provide them with a wide range of educational experiences," the Dean said. After the lecture, Dr Shoho indicated that "between Faculties of Education, we can learn from one another".



From left: Delegates from the University of Pretoria, Ms Linda Bosman, Dr Kgadi Mathabathe, Dr Sonja van Putten and Prof Everard Weber; Prof Fern Snart, Dean, and Prof Lynette Shultz, Associate Dean from the University of Alberta; Prof Irma Eloff, Dean of the Faculty of Education at the University of Pretoria; Dr Lorraine Parry, also from the University of Alberta.

Faculty delegation in Edmonton school

A delegation from the Faculty of Education visited Queen Elizabeth High School in Edmonton, Alberta, Canada, in April 2015. The visit was part of the programme during a visit to the Faculty of Education at Alberta. The fully inclusive school uses innovative ways to optimise learning for a diverse student population.



From left: Prof Everard Weber, Dr Sonja van Putten, Dr Kgadi Mathabathe, Ms Linda Bosman and Prof Irma Eloff, of the Faculty of Education, UP, with School Principal, Sue Bell, and Constable Derek Onysko.

UP represented at largest global gathering of education scholars

Several Faculty of Education staff members participated in the American Educational Research Association (AERA) Annual Meeting in Chicago from 16 April to 20 April 2015. The AERA Annual Meeting is the largest gathering of scholars in the field of

research in education. It is a showcase for ground-breaking, innovative studies in a diverse array of areas – from early education through to higher education, and from digital learning to second language literacy. It is where ideas and data that will shape

tomorrow's education practices and policies are generated, and where leading thinkers from around the world connect.

The 2015 Annual Meeting, with an attendance of more than 14 000 delegates, featured over 2 600 sessions. The meeting's theme, 'Towards Justice: Culture, Language and Heritage in Education Research and Praxis,' focussed on justice in a spirit of mutually respectful collaborative engagement with different disciplines and modes of inquiry in the context of the world around us.

The aim was to make room for democratised knowledge and knowledge production in which the experiences of all people are shaped by principles and practices of justice. When this is achieved, scholarly interests can align more closely with the interests of justice for those who have been and are educationally marginalised, dispossessed, and excluded.



From left: Chair: Prof Karen Murphy (Vice-President: Division C AERA and Penn State College of Education, Co-Director of the Centre for Educational and Developmental Sciences); Prof Liesel Ebersöhn (Symposium Leader and Director: Centre for the Study of Resilience, UP); Dr Ruth Mampame (Department of Educational Psychology, UP); Dr Funke Omidire (Department of Educational Psychology, UP); Mrs Marisa Leask (postgraduate student, Department of Educational Psychology, UP); Prof Irma Eloff (discussant and Dean: Faculty of Education, UP); Prof Deslea Konza (Director: Fogarty Learning Centre, Edith Cowan University).

Teachers for Education for All

The Dean of the Faculty of Education, Prof Irma Eloff, recently met with Dr Edem Adubra, the Chief of the International Task Force on Teachers for Education for All (EFA) at UNESCO, in Paris.

The EFA is a multi-stakeholder partnership that seeks to promote sufficient, qualified and motivated teachers to achieve the EFA goals. As part of the UNESCO Education Sector, the Task Force fosters partnerships in education to increase the capacity of countries to offer quality education for all.

As the lead facilitator of the African Deans of Education Forum (ADEF), which was established in Nairobi three years ago, Prof Eloff has indicated the need to improve the quality of teacher education in Africa. She has also emphasised the importance of teacher mobility in Africa, bearing in mind the challenges of teacher-supply-and-demand between countries.

Prof Eloff and Dr Adubra will continue their discussions at the next ADEF meeting in Mauritius in July 2015. The ADEF meeting will convene at the start of the biennial DETA conference (<http://www.deta.up.ac.za/>). The commitment to Education for All, as captured in the annual Global Monitoring Report that tracks the achievements of countries and the international community towards the six Education for All goals, will serve as a point of departure for the discussions. More details can be found at <http://www.deta.up.ac.za/adeft.htm>.



Prof Irma Eloff, recently met with Dr Edem Adubra, the Chief of the International Task Force on Teachers for Education for All (EFA) at UNESCO, in Paris.

Faculty of Education confers eight doctorates

At its autumn graduation ceremony led by Prof Anton Ströh, Vice-Principal: Institutional Planning, the Faculty of Education conferred 470 degrees and certificates, which included eight PhD degrees. One of the recipients of a PhD degree was Dr Wendy Carvalho-Malekane, a lecturer in the Department of Humanities Education.

Sixteen master's, 106 honours, and 225 bachelor degrees in Education were also conferred, as well as 115 postgraduate certificates in Education and 24 postgraduate certificates in Higher Education.

In her thesis titled 'Racial identity as narrated by young South African adults with parents from different racial and national heritages', which was completed under supervision of Prof Liesel Ebersöhn, Dr Carvalho-Malekane explored how young adults with a multiracial heritage construct and negotiate an identity in a diverse and democratic South Africa. The findings indicated that the identity construction of the young adults who had participated in the study was influenced by family relations, culture and language, as well as by social relationships and milieus.

Dr Maria Annah Mnguni-Letsoalo completed her PhD degree under supervision of Prof Ronél Ferreira, with a study titled 'Volunteers' use of memory work to promote psycho-social support of clients facing poverty-related adversity'. Prof Kesh Mohangi acted as supervisor for Dr Hildah Lorato Mokgolodi's research for her thesis 'Harnessing experiential knowledge and skills of retired educators to inform career development programmes in Botswana', while Prof Adelia Carstens supervised Dr Christiaan Marthinus Sander Prinsloo's thesis titled 'A curricular framework for English for academic legal purposes'. The thesis 'Exploring perceptions of lecturers' instructional communication as a reflection of instructional competence' was completed by Dr Madikwa Hendrietta Segaburtia under supervision of Prof Rinelle Evans, and Prof Ina Joubert acted as supervisor for Dr Margareth Georgina Steyn, whose research dealt with 'Teaching the mathematical concept of time in Grade 2'. Dr Claire Symington's thesis titled 'The effect of life-design counselling on the career adaptability of learners in an independent school setting' was supervised by Prof Kobus Maree, while Prof Saloshna Vandeyar supervised Dr Maria Tsakeni's thesis on 'The influence of teacher professional identity on inquiry-based laboratory work in school chemistry'.

The awards for best achievement in the BEd intermediate and senior phases went to Nicole Lisa Uhlmann and Franzelle Suzette Naicker, respectively. Other awards for best achievement went to Celesté Naude (BEd Further Education and Training: Education and Management Sciences), Claudia Schlettwein (Human Movement Science and Sport Management), and Tshepo Ronny Mokonyama (Natural Sciences).



Prof Anton Ströh, Vice Principal, led the ceremony and conferred the degrees upon the graduates



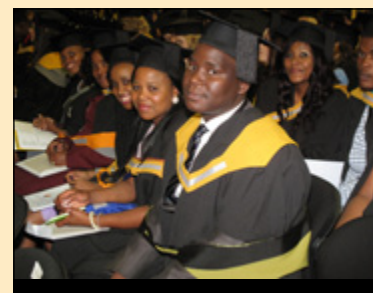
Prof Max Braun, Deputy Dean: Faculty of Education with a doctoral student



Eight doctorates were conferred at the graduation ceremony



Dr Wendy Carnalvo-Malekane from the Department of Humanities Education – proud recipient of a PhD degree





Honorary doctorate conferred at Faculty of Education graduation



Prof Jan de Groof, received an Honorary Doctorate from the University. He is from Antwerp in Belgium.

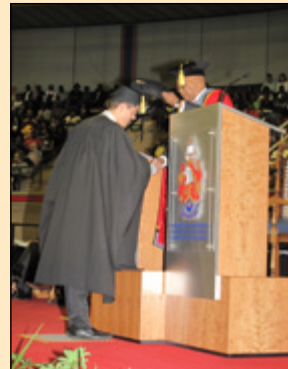
On Wednesday, 15 April 2015, the Faculty of Education conferred an honorary doctorate degree on Prof Jan de Groof from Antwerp in Belgium.

Prof Jan de Groof is a world leader in many aspects of education and of law – most notably the right to education, minority issues and the role of the higher education sector in the welfare and development of countries. He is also a world expert in education and religion, good governance in the civil service and in higher education institutions, the economics of education, education and values, and human rights in education.

He has published 77 books as sole author or editor, 99 chapters in books and 94 articles. He publishes in English, Dutch, French, Spanish and Portuguese.

At present he is professor at the College of Europe (Bruges) and the University of Tilburg (the Netherlands). He has been professor or visiting professor at numerous universities including Ghent, British Columbia, Leuven, the School of Economics (Brussels), Hanyang (Korea), Tokyo, Padova, Higher Institute for Public Administration (Antwerp) for Seton Hall, Malaya, Salvador-Bahia, Beijing Normal University, Lisbon, Boston, Pretoria and the South East European University. At the moment he is involved in establishing a university sector in Iraq.

Prof Jan de Groof was the chairperson of the first and second World Conferences on Global Justice and Education (held in Amsterdam and The Hague in 2004, and in Brussels in 2012). He is the founder and editor-in-chief of the European Journal for Education Law and Policy, the International Journal for Education Law and



Policy and the Flemish Journal for Education Law and Policy. He has served as consultant to the EU, the Organisation for Economic Cooperation and Development, UNESCO, the World Bank, the High Commissioner for Minorities, the Council of Europe, the Constitutional Court of South Africa and the African Union. He was chairman of the International Research Committee of Legal Experts that advised the Russian Government on the dating of legislation. Prof De Groof founded and is still the President of the European Education Law Association.

He is also the founder and the chairman of the Interuniversity Centre for Education Law and Policy at the University of Antwerp.

Between 2006 and 2010 he was the UNESCO Chargé de Mission to the Assistant Director-General for the Education.

The University of Pretoria conferred the honorary doctorate on Prof Jan de Groof in recognition of his expansive work in education and law. He is regarded as one of the most influential role players in education law of the late 20th and the early 21st centuries and is a tireless campaigner for justice and good governance in education.

The University of Pretoria also conferred 400 BEd degrees on Education students; 40 BEd honours degrees and 16 BEd master's degrees, at his graduation ceremony. Sarah Claire Zunkel was awarded with the Vice-Chancellor and Principal Award. The award consists of the silver medal as well as a cash prize and a certificate. She was awarded for outstanding undergraduate achievement during all the undergraduate years of study for any first bachelor's degree in the Faculty of Education.

Seven PhD degrees were conferred. Dr Nomalanga Essilfie did her PhD with the thesis 'Enhancing employability of graduates from Higher Education Institutions in Botswana: a case study of Environmental Science'. Prof Sarah Howie was her supervisor.

Dr Elizabeth Garira did her PhD with the thesis 'The development of a school self-evaluation

framework for classroom quality in Zimbabwean primary schools'. Prof Sarah Howie was her supervisor.

Dr Matala Kgwete did his PhD with the thesis 'Understanding School Leadership: a study of the ACE School Leadership programme and leadership practices'. He did it under the supervision of Dr Keshni Bipath.

Dr Pardikor Madjitey did her PhD with the thesis 'The socio-educational development of children of street vendors in Ghana'. Dr Miems Steyn was her supervisor.

Dr Nicholas Mollo did his PhD with the thesis 'Education managers' understanding and implementation of due process during learner discipline'. Dr Rika Joubert was his supervisor.

Dr Bishum Parag did his PhD with the thesis 'Leadership practices of principals of successful primary schools'. Dr Rika Joubert was his supervisor.

Dr Gomotsegang Pule did her PhD with the thesis 'Perceptions of stakeholders about quality assurance in higher education in Botswana'. Dr Pieter du Toit was her supervisor.

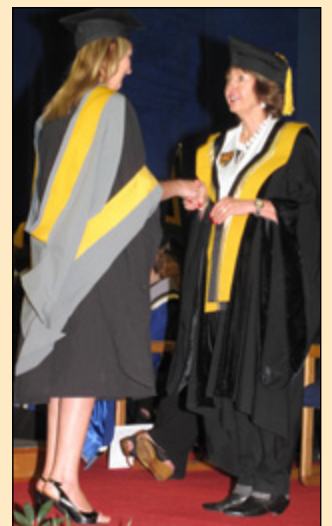
Dr Melese Woldeyes did his PhD with the thesis 'Access to quality postgraduate education through distance education in Ethiopia' with Prof Chika Sehoole as his supervisor.



Sarah Claire Zunkel was awarded with the Vice-Chancellor and Principal Award. She is seen here with Prof Max Braun, Deputy Dean: Faculty of Education.



Autumn graduation



Perspectives on resilience

In March 2015 the Centre for the Study of Resilience hosted a colloquium on 'Transdisciplinary Perspectives on Resilience.'

Presenters included Dr Linda Liebenberg, Dalhousie University in Canada, who shared recent knowledge on psychological resilience. Dr Melissa McHale from North Carolina State University discussed ecological resilience. Discussants included Prof Chrisna du Plessis from the Department of Engineering and Technology Management at the University of Pretoria; Mr Renald Morris and Ms Marleen Ogawa from the Synergos Institute as well as Mr André Viviers from UNICEF.



From left: Prof Chrisna du Plessis, Dr Melissa McHale (NCSU); Mr André Viviers (UNICEF); Prof Linda Liebenberg (University of Dalhousie); Mr Renald Morris (Synergos); Ms Marleen Ogawa (Synergos) and Prof Liesel Ebersöhn (Faculty of Education).



Awareness of Child Protection created

Child Protection Week is an annual event that aims to raise awareness of children's rights to care and protection. The theme for this year's Child Protection Week, which took place from 31 May to 7 June 2015, was 'Working together to protect our children'. Tuks Creative launched a project where they collected toiletries for underprivileged children.

The Department of Child Welfare was recently on Groenkloof Campus to view the exhibitions in the Library, which was done to create awareness of Child Protection Week, especially among education students and their lecturers.

"Over the past 21 years, South Africa has made significant progress in prioritising the rights of children by putting in place systems and structures such as child support grants, feeding schemes, and early childhood development programmes. These are essential for creating a better future; however, in order for the change to be sustainable, children need to know that they have dignity and value, that their voices matter, and that adults care about them. Adults should convey this by respecting the rights of others in schools, at home, and on the roads", said Prof Antoinette Lombard, Head of the Department of Social Work and Criminology at the University of Pretoria.



Ms Caren Malherbe from the Department of Child Welfare and Ms Eldorene Lombaard from the Education Library at Groenkloof Campus with the group of Tuks Creative students at the 'Child Protection Week' exhibition in the Library.

"Quality education is necessary in order to create a better future for our children. It can be achieved by finding resources, creating safe learning environments that are conducive to speaking out, sharing opinions and learning to act responsibly. It is also necessary to ensure that children have access to early childhood development opportunities and that they attend school and complete their education." Although education does not guarantee a job, it is, in the words of Nelson Mandela, 'the most powerful weapon which you can use to change the world', Prof Lombard said.

Invest in the future – defeat malaria

World Malaria Day was established and approved at the 60th World Health Assembly (WHA) in March 2007. It replaced Africa Malaria Day which was commemorated every year since 2001 on 25 April. On World Malaria Day advocates and citizens around the world raise awareness of malaria as a disease that is preventable and treatable and mobilize action to end the ravages of malaria.

The Faculty of Education and Education library participated in this day by creating an informative exhibition in the Library. Ms Eldorene Lombard, Information Assistant, did research on the topic of malaria and ensured that it is a journey to all those who visited the exhibition.

On World Malaria Day 2015, the World Health Organization is calling for high-level commitment to the vision of a world free of malaria. The theme, set by the Roll Back Malaria Partnership, is Invest in the future: Defeat malaria. This reflects the ambitious goals and targets set out in a draft post-2015 strategy to be presented to the World Health Assembly in May. The new strategy aims to reduce malaria cases and deaths by 90% from current levels by 2030. Four countries have been certified free of malaria in the last decade and the post-2015 strategy sets the goal of eliminating the disease from a further 35 countries by 2030.

While huge gains in the fight against malaria have been made in recent years, the disease still has a devastating impact on people's health and livelihoods around the world, particularly in Africa, where it kills almost



Dr Gloria Ledwaba (middle) from the Department of Early Childhood Education with Ms Eldorene Lombard from the Education Library, who was responsible for the exhibition as well as Adèle Jacobs, a Masters student working on Malaria.

half a million children under five each year. As such it is one of the most active research focus areas at the University of Pretoria. Malaria research at UP is typified by strong interdisciplinary initiatives.

Effective tools to prevent and treat malaria already exist, but more funds are urgently required to make it available to the people who need them and to combat emerging drug and insecticide resistance.

World Malaria Day is a chance to highlight the advances that have already been made in malaria prevention and control, and to commit to continued investment and action to accelerate progress against this deadly disease.

Deléne Human

- from the prehistoric to the contemporary

Ms Deléne Human, Lecturer in Art Education in the Department of Humanities Education, completed her undergraduate studies cum laude in Fine Arts, as well as her PGCE (FET) cum laude at the University of Pretoria. She then worked at an art gallery in Johannesburg for two years. She currently teaches Art Practical and Art Methodology to first, third and fourth year students, as well as to PGCE students in Art Education.

Ms Human completed her MA (Fine Arts) degree in May 2015, which included a practice-led, research-based, solo exhibition titled Endborn. Her thesis, entitled 'The fusion of horizons: Interpreting the archetype of the resurrection myth in contemporary visual art' explores how the archetype of the resurrection myth has developed from prehistoric to contemporary time periods. The degree was completed with distinction.

The main media for her exhibition, which was held in a small chapel at the Drama Department, were bone and glass. On entering the exhibition, one immediately encountered a big installation of bones forming an enormous circle. Directly above and below the installation, the ceiling and floor were covered with bones and glass- bone sculptures. To the left of the installation, rosary beads created out of hair and bones were displayed. On the stage, three hollow boxes awaited, created purely out of bones.

All of the sculptures are organic, three-dimensional shapes; the glass bones are smooth, whereas the actual bones have more of a rough texture. Almost every artwork was carefully lit, forming shadows, and enhancing the sculptures' textures and artistry. The display was organised around a central piece, which seemed not to function without the other pieces surrounding it, reinforcing the idea of a vortex composition.

Art has always had a vital impact on Human's perception of the world. As a student and young artist, Ms Human has realised that art can influence the way people perceive and understand the world around them. This is why she is invested in the creative development of her students, who are the future generation of art teachers in the education system, and who can make a difference. This is particularly important in education and the art classroom in particular, because we are faced with visuals every day. However, passion alone is not enough. Creating art takes time, long hours and many, many conversations: with family members and friends, colleagues and other artists, but also with her students. Working in a creative environment and conversing with students, who are faced with contemporary, real- life challenges, influences the way she approaches both art-making and the creation of a stimulating and conducive learning atmosphere for learners and students in the art classroom.

An important influence on Ms Human's development as an artist and educator has been well-known South African artist Diane Victor, who is a part-time lecturer at the University of Pretoria. She has lectured Ms Human, but, in recent years, has become her mentor. Ms Human has curated various student exhibitions and continues to exhibit her own work in national and international exhibitions.



Ms Deléne Human with two of her students, Leah Shabangu and Elvis Ramonnano



Ms Human with a friend and previous colleague Mr O'Neil Smit.





Dr Jeanine Mwambakana with a student



Dr Mia Abrie guiding a student



Ms Linda Bosman explaining concepts to the students



FIRE project inspiration to students

The Faculty of Education has received an NRF-approved research grant amounting to R1 456 000 for a project entitled, 'The development of teacher identity in a community of practice'.

This project currently forms part of the Fourth-year students' Initiative in Research in Education (FIRE) for the period 2015–2017. The project was launched with two areas of focus. The first focus area is inspired by evidence that shows that the impact of teaching practice and the experiences of student teachers during this period are minimised when students are not given opportunities to engage with their experiences, share ideas and reflect on these experiences on a regular basis. Secondly, gathering the experiences of students on teaching practice will allow the Faculty to improve teaching practice to the benefit of the programme. The initial intervention concerns the first focus area, and will create opportunities for students to share their teaching-learning experiences, identify their shortfalls, and put into place a number of action plans to strengthen the teaching practice experiences.

Several Faculty members are involved in the project, namely, Prof William Fraser; Prof Johan Beckmann; Prof Ronél Ferreira; Dr Sonja van Putten; Dr LD Beukes; Dr Marie Botha; Dr Judy van Heerden; Dr Monde Kazeni; Dr Mia Abrie; Dr Surette van Staden; Dr Jeanine Mwambakana, Dr Miemsie Steyn; Dr Agnes Mohlakwana; Ms Linda Bosman; Mr Eric Eberlein; and Ms Kgadi Mathabathe. Other staff members will join as their research schedules permit.

North-West University has also shown an interest in participating in a parallel comparative project, and a delegation headed by Prof Josef de Beer will be visiting the Faculty of Education shortly to explore possible joint participation.

The project kicked off in May in the Science

Laboratories of the Natural Sciences Building on Groenkloof Campus, where 150 fourth-year students participated in a three-hour Participatory Reflection and Action (PRA) activity, facilitated by Prof Ronél Ferreira, Head of the Department of Educational Psychology.

During the first set of dynamic and successful workshops, groups of six to eight student teachers explored teacher identity by listing their understanding of teachers as professionals, as caregivers, as subject specialists, and as teaching and learning experts.

Groups then indicated which sources they would utilise to develop these competences (e.g. mentor teachers, mentor lecturers, principals, learners, parents). Next, students listed their strengths and shortcomings, and then developed action plans to strengthen their identities, skills and abilities.

A week later, 250 FET students participated in a similar activity. All students will be giving feedback on the achievement of the action plans shortly.

Student teachers from Block B will start their PRA activities during the second semester of 2015. The focus will then fall mainly on teaching and learning activities, allowing mentor lecturers and methodologists to engage with students on subject-related procedures and practices. Students will use the data to complete their research reports due in the last quarter of 2015.











Sister Hannelie Coetzee and Sister Winnie Sekhukhune will be responsible for the Student Health Services in the Letlotlo building from 1 August 2015.

Student Health Services active on campus

The Student Health Services office will soon form part of the newly renovated Letlotlo Building, east of Groenkloof Campus. Sister Hannelie Coetzee, Coordinator of Student Health Services, and Sister Winnie Sekhukhune render an important service to all registered students at the University of Pretoria.

Student Health Services' main focus is on primary health care, with facilities including a doctor's clinic; eye screening; the screening and monitoring of chronic conditions; health education and promotion; HIV/AIDS testing and counselling; lifestyle and reproductive health; preventative immunisation programmes, as well as the treatment of injured students.

The clinic hours are Tuesday, Wednesday, Thursday and Friday from 08:00 to 15:30. The doctor is at the clinic on Wednesday afternoons from 12:00 to 14:00.

Academics in Paris

Dr Estelle Gaigher from the Department of Science, Mathematics and Technology Education and Ms Linda Bosman from the Department of Early Childhood Education were invited to attend the 6th International Seminar on Science Education in schools from 1-6 June 2015 in Paris.

The seminar was organized by the French Academy of Sciences and the *La main à la pâte* Foundation. The invitation follows a 3-year project undertaken by the *La main à la pâte* Foundation and a partnership between the University of Pretoria, the Academy of Science of South Africa (ASSAf) and the Gauteng Department of Education (GDE) to develop inquiry based science education (IBSE) in South Africa. A group of volunteers, including Dr Estelle Gaigher; Dr Monde Kazeni; Ms Corene Coetzee and Ms Linda Bosman from the Faculty of Education have been involved in the voluntary training of teachers to implement IBSE in their classrooms.



Dr Estelle Gaigher (right) and international delegates during a visit to a French science classroom.



Ms Linda Bosman at a poster session during the seminar, explaining the involvement of UP in the 'Inquiry Based Science Education project in South Africa'.



Dr Laurel Becker and Ms Natasha Alvares met in Edinburgh, Scotland

Alumnus performs well in Edinburgh

On a recent visit to Edinburgh, Scotland, Dr Laurel Becker from the Department of Humanities Education met with Ms Natasha Alvares who completed her BEd (FET: General) *cum laude* in the Faculty and graduated in April 2014.

Natasha is at present doing a Master's degree in TESOL (Teaching English to Speakers of Other Languages) at the Moray House School of Education, University of Edinburgh (Academic Year 2014 - 2015). Natasha has done our Faculty proud while at Edinburgh University, serving on the Overseas Students' Committee and producing work of a very high standard.

ECE participates in symposium on transforming education



Prof Ina Joubert with her postgraduate students who presented papers at the symposium.

At the Annual Conference of the Education Association of South Africa (EASA), Prof Ina Joubert, Acting Head of the Department of Early Childhood Education acted as the chair for a symposium where she involved her postgraduate students whose studies relate to democratic citizenship education and the young child. The theme of the symposium was: 'Revisiting democratic citizenship education and its implications for the young child: transforming education'.

The papers presented in this symposium revisited democratic citizenship education related to the young child. In many nation-states the youth can be seen as one of the largest groups in the community and a strong youth force in the marketplace, yet youth seems to be marginalized often when it comes to matters of a political and civic youth nature. As democracies seek a shared sense of nationhood as one of the prerequisites for the successful functioning of the state, children are regarded as agents for transforming democracies. In the South African context educationalists and politicians maintain that the youth can play a role in supporting the democracy. A pathway to achieve this is through democratic citizenship education. Foundational to democratic citizenship is children's right to be educated as citizens in the democracy.

This can be done through a literacy-based approach, through responsible role modelling, by acknowledging their rights and the facilitation of their responsibilities. However, democratic citizenship education can only be successful and inform education if young children's life experiences and their experiences of important matters such as social justice are acknowledged. By foregrounding their voices by using suitable methodologies such as visual methodology, education can be transformed to enable them to build and sustain the South African democratic society.

At the symposium, postgraduate students in the Department of Early Childhood Education did presentations on their research focus area.

NRF funding for two lecturers

Two lecturers from the Department of Early Childhood Education have received National Research Foundation (NRF) 'Knowledge, interchange and collaboration' funding to attend conferences in Europe this year. Prof Ina Joubert will be presenting a paper at the World Education Research Association (WERA) in September and Ms Melanie Moen will be presenting a paper at the European Association of Psychology and Law in August.



Prof Ina Joubert and Ms Melanie Moen at the poster they presented at the EASA conference in January. The title of the poster presentation was: 'Uncovering young children's identities through stories and drawings'.

Students design games to enhance language skills

As part of their module in Early Literacy and Numeracy, BEd Honours (Learning Support) students had to design their own language enrichment games. The module serves the interest of Foundation Phase teachers by looking critically at how literacy and numeracy are being mediated and facilitated within the classroom environment.

Apart from critically analysing content and processes of learning and teaching, students are also encouraged to be creative in their educational approaches and exercises. For this particular assignment, students researched a specific language barrier they often encounter in their own classroom environments. They designed, manufactured and implemented a relevant language enrichment game; and reflected on the appropriateness of the game for the intended group.



Jacqueline Sacco and Mare Mew designed their own language enrichment games for their module in Early Literacy and Numeracy.

Karen Schneider – an incredible inspiration to all

Karen Schneider, top achiever in the Faculty of Education, has received several academic awards over the past years. She has now once again proven to be an outstanding student. Karen was recently awarded the Anton Rupert Scholarship for her excellent academic achievement throughout her years of studies, a bursary worth R40 000.

When Karen was a small child, she enjoyed school, but struggled with dyslexia and therefore was never a top achiever. She said she was an average learner who had to work very hard to pass. With a lot of hard work and support from teachers, friends and her parents, Frank and Patricia Schneider, Karen overcame the problem, completing Matric in 2005 and Abitur (German matric) at the Deutsche Schule, Pretoria, in 2006.

Although many teachers and therapists told her parents she would never be able to do any tertiary studies, Karen proved them all wrong: "I only seemed to flourish academically when I started university in 2007. I always wanted to be in education. My main education subjects were Learning Support, Mathematics, Visual Arts and Psychology".

In 2009, Karen won an award as best Art Education student, the prize being a two-month stay in Paris, France, sponsored by SANAVA. In 2010, Karen completed her BEd (Intermediate Phase), and received the Vice-Chancellor and Principal's Award at the graduation ceremony. This is the highest award any final-year student can receive, and is presented to a student who had the highest marks throughout his or her four years of study. She was also awarded a Golden Key membership.



Karen with her boyfriend Pieter and her parents, Frank and Patricia Schneider.



Karen Schneider – top achiever, with her educated dog.

Completing a BEd Hons in Educational Psychology with distinction in 2012, Karen described the whole experience as "an amazing accomplishment".

Since 2013 she has been busy with the MEd Educational Psychology M1 and M2. This is a full programme consisting of weekly classes, assignments, and practical work in the field of Educational Psychology. Part of the programme includes research and writing a mini-dissertation. The title of her dissertation is 'Determining how a grandparent-headed family expresses family resilience'. She is currently doing her internship in Educational Psychology at the Deutsche Schule.

At the moment, her main goal is to finish her MEd, but Karen adds, "I have so many goals. Having goals is extremely important to me, as they keep me going. I seem to always think there must be more to life, so I am always setting myself new goals and challenges".

Karen is keen on lecturing and presenting workshops, as teaching and sharing knowledge are an important part of her identity. Other future plans include opening her own practice, which will allow her to work with children. Karen is also passionate about expressive arts therapy and would like to specialise further in this field, to be used not only in her private practice, but also in community engagement.

With a German dad and a British mom, Karen sees herself as 'proudly South African'. "My parents are my biggest inspiration in life," she says, adding her family, her boyfriend Pieter, her friends and her dogs as other favourites. She is also grateful to two former Art lecturers in the Faculty, Mr Peter Binsbergen and Ms Annelise Roos. "They taught me that passion and hard work go together. Also they believed in me in ways I never believed in myself," she muses.

Currently, Karen has found additional mentors: "I have the greatest respect for my postgraduate lecturers in the Department of Educational Psychology. Their support and commitment to outstanding supervision makes them unique."



Catherine with the Cyril Ramaphosa Education Trust Top Achiever Award she recently won

Ballet dancer, modern dancer and top achiever prestigious award

Catherine Reynders, second-year student in the Faculty of Education, recently won the Cyril Ramaphosa Education Trust Top Achiever Award. This annual award is presented to the one or two top achievers who are Shanduka bursary holders. Along with Catherine, a Mechanical Engineering student from WITS also received an award.

Catherine attended Ashton International College, having been awarded an academic bursary for her Grade 8 to 12 studies. She matriculated in 2012 as the top academic achiever, with seven distinctions.

Although she enrolled at the University of Pretoria for BSc (Biological Science) after matric, Catherine always wanted to be a teacher, and soon changed direction to a BEd. She passed her first year with distinctions in all 13 subjects.

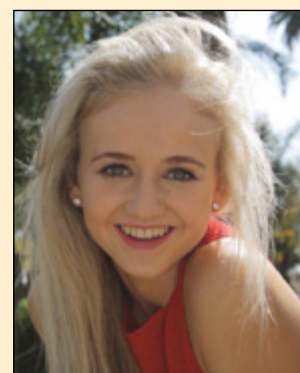
Catherine is currently studying a BEd (General: FET) with Mathematics and Business as electives. She enjoys the best of two worlds, being surrounded by BCom students on Hatfield Campus and BEd students in the fundamental modules taken on Groenkloof Campus.

Although she is not sure whether she should focus on Mathematics or Educational Psychology in her third year, what is important to her is to focus on her passions, and not to listen to people telling her that, with her academic achievements, she should become more than “just

a teacher”. “I have never regretted my decision of studying teaching and will do whatever it takes to make my dream a reality,” she says.

Catherine’s ultimate goal is to become a Grade 12 Mathematics teacher. “This is something I have envisaged since I was a young girl playing teacher-teacher and it has never wavered”. Furthering her knowledge in the field of Educational Psychology is her next goal. “I believe

I am a lifelong learner, observer and problem solver – and would love to dedicate myself to the upliftment of education in South Africa, a domain which I feel is overlooked and undervalued”.



Catherine Reynders

Dancing has been a part of her life since she was three years old. She has completed the Advanced Examinations in Modern Dancing and in Ballet, and still participates in open Ballet and Contemporary classes. Catherine is also a Blue Bulls Cheerleader and participates in corporate events through the NB Dance Company.

For Catherine, family is extremely important, being grateful to them for always being very supportive of all her decisions.

Highest marks in Afrikaans for Korean student

Seah Park, a final-year BEd (Intermediate Phase) student, who was born in South Korea, is not only proficient in English, but recently got the highest mark of 88% in the Afrikaans Methodology class.

Seah’s family moved to South Africa 13 years ago, and she decided to study in South Africa to learn English. She grew up in a loving and caring family and enjoys music and travelling.

Her aim is to become a teacher and make a difference in the field of education. But she also longs to travel: “Although I am very happy in South Africa, I would love to return to South Korea to teach there,” she says.

Seah is happy where she is at the moment, though. “I find Groenkloof Campus a very peaceful environment and a great learning experience. The resources are outstanding.”



Seminar highlights theoretical perspectives of empathy and communication



With Prof Ronél Ferreira, Head of the Department of Educational Psychology (right) is Prof Erna Alant, Professor and Chair in Special Education at Indiana University, USA; Ms Lindsey Ogle and Dr Beth Lewis Samuelson.

The Department of Educational Psychology in the Faculty of Education hosted a seminar on 21 May 2015, themed, 'The art and science of empathic communication'.

The purpose of the seminar was to discuss the concept of empathy by highlighting theoretical perspectives relevant to empathy and

communication. Components of empathic communication were highlighted and applied to three different social dimensions, namely, communicating with people with disabilities, with people with dementia, and with people across cultural divides.

The past decade has seen an upsurge in research and training in empathy across various disciplines. This increased interest is largely related to the recognition of the importance of the ability to 'feel with another' as a basis for building understanding and compassion, not only within local school and social communities, but also in deepening cross-cultural and global understanding. This formed the focus of the seminar.

Prof Ronél Ferreira, Head of the Department of Educational Psychology, welcomed the seminar participants, after which Prof Erna Alant, Professor and Otting Chair in Special Education at Indiana University, USA, delivered an address on empathic communication with a focus on clinical empathy and empathic communication

for daily living. Prof Alant specialises in working with children and adults with severe communication problems, and their families.

After tea, Dr Alant was joined by Dr Beth Lewis Samuelson, Assistant Professor of Literacy, Culture and Language Education at Indiana University, who addressed the seminar on the topic of empathy in different social dimensions, focusing on cross-cultural communication, disabilities, and aging. Dr Samuelson, who has extensive experience working in Africa, focuses her research on literacy, and intercultural and international issues.

Ms Lindsey Ogle, a doctoral student in Special Education at Indiana University, who obtained her master's degree in child development, then took the stage with Prof Alant, leading a video discussion of caregiver interactions. Finally, the three American researchers addressed the topic of research in empathic communication, after which Ms Safia Mohamed closed the seminar.



BEd Honours programme in the spotlight



Dr Johan Hendrikz, Dr Sonja van Putten and Prof Norman Duncan, Vice Principal: Academic

The Faculty of Education is leading the way in integrating hybrid learning into their curriculum: they are currently transforming the BEd Honours programme into a more web-supported design.

A workshop was held at Tuks Village in March,

where key stakeholders of the BEd Honours programme gathered to discuss the re-conceptualisation of this programme, and how technology could be used to facilitate learning more effectively. Coordinators of the seven packages of the BEd Honours programme, heads of the academic departments, module

coordinators, distance education unit representatives, as well as colleagues from Education Innovation, shared ideas and kick-started the process, which is to be finalised by November 2015.

The main purpose of the workshop was to discuss the profile of the target market; develop a common understanding of the present distance education model; evaluate the present distance education learning material; develop a conceptual framework for the teaching and learning model; discuss the methodology and pedagogy of the programme; build a common understanding of the development process, and explore the use of ICTs in the programme.

A second workshop was coordinated by the Faculty's Unit for Distance Education, which explored the conversion of one of the packages (BEd Honours in Teacher Education and Professional Development) to a distance, but also web-supported, mode. The distance mode of this package is hoped to be launched in October 2016.

The Dean, Prof Irma Eloff, as well as Prof Norman Duncan, Vice-Principal, offered support and encouragement and highlighted the urgency of the programme.



Prof Norman Duncan, Vice Principal: Academic, opening the workshop



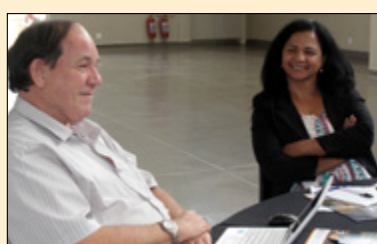
Dr Keshni Bipath



Prof Everard Weber



Ms Corene Coetzee and Prof Rian de Villiers



Prof Jan Nieuwenhuis en Dr Eva Sujee



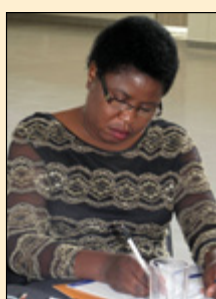
Dr Miems Steyn and Prof Ina Joubert



Dr Vimbi Mahlangu and Dr Agnes Mohlakwana



Dr Maximus Sefotho and Dr Samuel Adeyemo



Dr Monde Kazeni



Prof Pieter du Toit



Dr Grietjie Haupt



Dr Jeanine Mwambakana

Workshop puts quality teaching in the spotlight

The annual Methodologies workshop, focusing on teaching quality and methodologies, was presented on campus early in June 2015. These workshops provide information on access to resources across all phases and disciplines, including curriculum documents and guides, lesson plans, professional videos, textbooks, sample evaluation tools, and periodic publications. 'This was a successful workshop with invaluable contributions and discussions on how to improve the quality of teaching and learning in the Methodologies,' reported Dr Lizette de Jager, who has been the convener, initiator and organiser of the workshop for several years.

Dr De Jager holds meetings with all newly appointed staff who will be involved in teaching Methodologies and/or conducting school visits for teaching practice. "Part of my obligation as coordinator of the Methodologies is to ensure that lecturers prepare student teachers to become reflective teachers with their own philosophy of teaching. Furthermore, student teachers should acquire theoretical and practical content, and pedagogical knowledge, as well as curriculum knowledge through modules in the programme as well as in school-based practical learning. Lecturers should have the pedagogical disposition required to create environments that enhance and encourage learning and as such adequate knowledge generation in the various disciplines is critical," Dr de Jager said.

This year, there was a great synergy in the messages of all the presentations, which underscored the 'Great Teacher Principles' of Dr Cas Olivier, while Prof Billy Fraser's leadership in his reverse research approach proved key to understanding how relationships should form the foundation of the teaching approach. Dr Sonja Coetzee's focus on the four levels of competence was probably the *primus inter pares* of the group and advocated how to improve assessment in teacher training.

"If we all understand this plea, the answers in terms of research projects, as advocated by Prof Nieuwenhuis, will jump out at us: 'leadership', 'management' and 'teaching/training/educating' will then get the attention and focus they deserve," Dr De Jager commented.

"It is not enough to simply have teachers or leaders or managers; we need to have *great* leaders and *great* teachers. If we teach teachers how to be great, it is like teaching eagles to fly in formation ... very powerful," she emphasised.



Dr Cas Olivier



Ms Milandr  Vlok and Prof Billy Fraser



Ms Ron l Swart and Mr Franklin Lewis



Mr Eric Eberlein and Prof Rinelle Evans



Mr Elmarie van Wyk and Ms Antoinette Botha



Ms Ron l de Villiers and Dr Judy van Heerden



Dr Eva Sujee and colleagues



Ms Marietjie Bruwer and Ms Judite Ferreira-Prevost



Dr Lizette de Jager with the enthusiastic staff members who attended

Public lecture on Peace Psychology held on Groenkloof Campus

A public lecture on the theme of 'Contributions of Psychology to Peace' was recently presented by Prof Daniel J Christie from the Ohio State University, USA. Prof Norman Duncan, Vice-Principal: Academic, hosted the event on Groenkloof Campus as part of a Biennial Symposium on the subject.

The symposium provides a platform for exchanging ideas, networking, collaborating, and generating contextually informed knowledge within the domain of Peace Psychology. In his lecture, Prof Christie offered perspectives on the current state of Peace Psychology, emphasising some of the contributions made by previous symposia to the process of knowledge generation. Prof Christie also explored the potential of Peace Psychology and

symposia to address some of the most significant problems of the twenty-first century.

Daniel J Christie is a Professor Emeritus of Psychology at Ohio State University. His current scholarship is focussed on conditions that favour harmony and equity in relations and systems, with an emphasis on humanising processes.

He is also exploring the development of peaceful and socially responsible youth, primarily from an ecological perspective. He is the editor and founder of the Peace Psychology series of books and *The Encyclopaedia of Peace Psychology*. As a Fulbright Specialist, he develops courses and programmes on Peace and Conflict Studies.



Prof Norman Duncan, Vice Principal: Academic, introducing Prof Daniel J Christie to the audience



Prof Daniel J Christie



Prof Irma Eloff, Dean of the Faculty of Education; Prof Norman Duncan, Vice Principal: Academic; Prof David Maree from the Department of Psychology; Ms Shahnaaz Suffla and Prof Daniel J Christie.





Record number of first-year students and parents attend Welcoming Day

Saturday, 17 January 2015 was a day of excitement and enthusiasm at UP's Faculty of Education, with approximately 2 300 potential teachers and their parents attending the First-years' Welcoming Day at Groenkloof Campus.

The successful applicants, gleaned from over 3 000 applications, were warmly welcomed by Prof Irma Eloff, Dean of the Faculty, who gave a heartfelt message on why she loves the Faculty of Education and the Groenkloof Campus so much. Not only does the Faculty of Education train excellent teachers, it is also proud of the outstanding academic and non-academic staff.

Furthermore, Groenkloof Campus offers a variety of infrastructural delights and outstanding facilities, including newly built, high-tech lecture theatres; new computer laboratories, and a modern auditorium, all offering access for people with disabilities as well as outstanding sport facilities. Located in beautiful and tranquil grounds with green lawns, a dam, and many trees, Groenkloof Campus attracts students and academics from all over South Africa and around the globe.

Prof Irma Eloff, Dean of the Faculty of Education, addressed the more than 2 000 people in the Sports Centre.

Other speakers included Prof Rinelle Evans of the Department of Humanities Education, who motivated the newcomers and gave them some insight into what to expect in the noble profession of education.

Ms Melinda Joubert, Head of Student Administration, shared necessary information with the students, particularly on what to expect during the first-years' orientation programme.

Students and parents took the opportunity to visit the different stalls, and talked to staff and senior students.

Besides those of the Faculty's five academic departments, there were also stalls from Information Technology, Student Support, Student Administration, Client Services, the Education Library, TuksSport and Art.

The campus was filled with a vibrant atmosphere and modern music to make all the visitors and students, who now form part of the Groenkloof Campus family, feel at home.

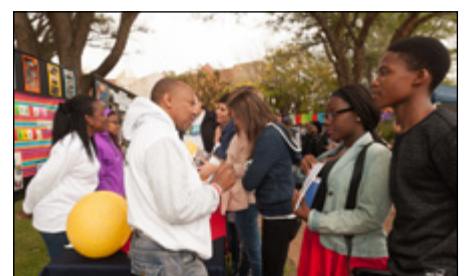
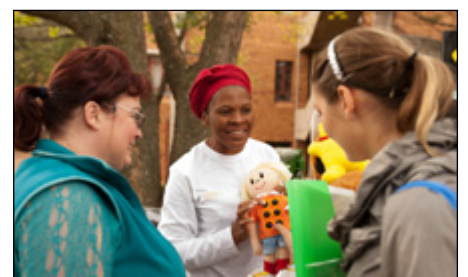
Education entices visitors at UP Open Day 2015

The Faculty of Education once again attracted thousands of curious visitors to the University's annual Open Day, with prospective students and their parents visiting Groenkloof Campus and the Faculty's stall at Hatfield Campus on 23 May 2015.

Prof Irma Eloff, Dean of the Faculty of Education, opened the proceedings, after which Ms Melinda Joubert, Head of Student Administration, informed the students and their parents of the logistics and general expectations of a student in the Faculty. Prospective students were especially interested in the different fields of study, elective modules, access to information technology, admission requirements, residences, and sport that Groenkloof Campus offers.

Ms Michelle Kruger, Student Representative Council member for Education, motivated the visitors by highlighting that "teaching isn't just a job, it's a calling with immeasurable satisfaction awaiting the committed teacher". She talked of the Faculty of Education's excellent undergraduate and postgraduate programmes, and noted that new opportunities are created within the Faculty of Education around every corner, waiting to be embraced by students. Ms Kruger emphasised that the education degree isn't easy, but indeed an enjoyable challenge. "The challenge of teaching makes studying for the degree ever more exciting every day," she noted.

Information about the various opportunities offered by the Faculty of Education was also shared by the five academic departments, whose presentations informed students and their parents of possible fields of study, while staff from Student Support, Information Technology, the Education Library, Client Services, Student Administration, music, art, and sport answered questions about what prospective students can expect.



Alumnus receives award in UK – selected as winner from 500 schools

Mr Eddie Coetzer, alumnus of the Faculty of Education, completed his BA Ed (School Guidance) degree in 1994 under the supervision of Prof Chris Jacobs, Prof Kobus Maree and Dr Francine Malan.

Mr Coetzer started his teaching career at New Hope School in Maroelana, Pretoria, later moving on to Adult Education at Pretoria Technikon, before deciding to broaden his horizons and to see more of the world.

In 2001, he and his wife, Astrid, arrived in England with two suitcases each and hearts full of hope and expectation. His first teaching post was in a primary school in Essex.

At the time, the UK was in desperate need of teachers and he was fortunate enough to find a challenging opportunity as a teacher in a school for children with emotional and behavioural difficulties.

Eddie then moved to a girls' high school, where the headmistress encouraged him to explore working in the boarding school environment. When a job became available as Director of IT at Lord Wandsworth College (LWC), situated in the lovely Hampshire countryside, Eddie took it up.

Eddie started off as a Resident Tutor/Deputy Housemaster of one of the boys' boarding houses. Within the first few weeks, he and Astrid had fallen in love with the whole concept of boarding, the lifestyle of a teacher living onsite, and the countryside as a whole: 'It felt like one big family living on the same campus.

Sutton House hosts around 70 boys from different backgrounds. Most are English, but there are also boys from Russia, Spain, Italy, South Africa, and the Cayman Islands. Eddie can relate to these boys being away from home, as he is also far from home.

Earlier this year, Eddie was nominated by his Headmaster and Deputy Headmasters for the Stephen Winkley Award. This award has recently been introduced by the Boarding Schools' Associations (BSA), which represents around 500 boarding schools in the UK. It is named in memory of Mr Stephen Winkley, former headmaster of Uppingham School and Rossall School, who passed away last year. The award marks the contribution of someone from the 'boarding family'. Eddie was nominated because of the work he has done to improve the lives of all boarders at LWC.

Lord Wandsworth College is well known for teaching character education, that is, encouraging pupils to develop their character not just on the sports field, but also in the



Mr Fergus Livingstone (Headmaster); Mr Eddie Coetzer and Mr Gareth Pearson (Deputy Headmaster).



Back: Mr Leo Winkley; Mr Jamie Reid; Mr Fergus Livingstone (Outgoing Headmaster); Mr Eddie Coetzer and Mr Robin Fletcher (BSA National Director). Front: Mr Shabana Basij-Rasikh (Co-founder of SOLA School of Leadership, Afghanistan); Ms Wendy Griffiths (Chair of the BSA and Headmistress at Tudor Hall School).

classroom and boarding house. The English boarding system remains sought after internationally, and as Eddie comments, "It works and I can see why."

The award was presented by Mr Leo Winkley, son of Stephen Winkley and Head of St Peter's School, York. Eddie Coetzer is the first person to receive the British award, but adds, "I have, however, not forgotten my roots and I am still very proud to be called South African. All three my daughters are fluent in Afrikaans and English, but still long for and talk about their holidays in South Africa, running barefoot in the garden and picking fruit from the trees."

Alumnus from Botswana offered position in Canada

Dr Godson Gatsha, who graduated from the Faculty of Education in 2010, has since made great strides in the field of open and distance learning in Southern Africa.

With a thesis entitled, 'Learning support: perceptions and experiences of remote distance learners from marginalised communities in Botswana,' supervised by Prof Rinelle Evans of the Department of Humanities Education, Dr Gatsha has been attached to the Botswana College of Open and Distance Learning (BOCODOL). He has recently been appointed to the prestigious position

of Education Specialist - Higher Education, based in Vancouver, Canada, on a four-year contract.

Dr Gatsha has also served as the Director for the Southern African Development Community Centre for Distance Education (SADC-CDE), has more than 10 years' experience as an open and distance learning (ODL) practitioner and trainer, and was the Executive Secretary for the Distance Education Association of Southern Africa, with a special focus on the deployment of ODL methodologies, policy formulation and capacity building in general.



Dr Godson Gatsha, an alumnus of the Faculty of Education has been offered an excellent position in Vancouver, Canada.

Women from Eersterust create dolls and puppets for teaching purposes

Third-year Early Childhood Education students have completed a community engagement project in collaboration with the Department of Community Engagement and several women from the Eersterust community, on the eastern side of Pretoria. The aim of the project was to strengthen perceptual skills in small children, in particular those who are in the Foundation Phase.



Schools that participated in the projects were all based in Pretoria: Emasangweni Full Service School in Mamelodi; Seaparankwe Full Service School in Atteridgeville; Arcadia Primary School; Brooklyn Pre-school; Jopie Fourie Primary School, and Alma Special School. Allocation of students was based on the needs of the schools, which they visited once a week for one hour.

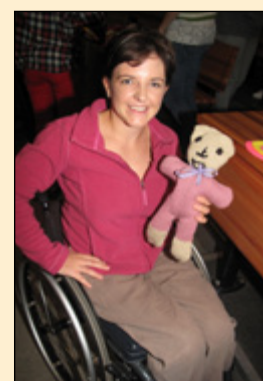
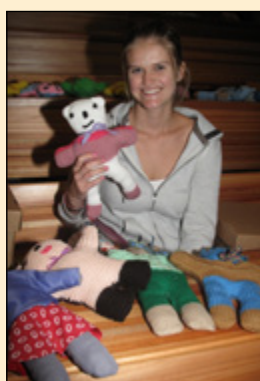
As part of the project, students were expected to create resources to use with learners in schools. The Eersterust contingent made a major contribution towards the project, creating resources including hands puppets, finger puppets, bean bags, and dolls. The Department of Community Engagement provided the students with balls and boxes as well.

Students and the Eersterust volunteers gathered in the Aldoel 1 lecture theatre, where the students each selected a few items to use in the classroom sessions. The creative women from Eersterust were treated to a meal as a token of the University's appreciation.

"The support provided by the principals and teachers at the participating schools was invaluable. This project has gained significant momentum as teachers from the participating schools expressed words of appreciation in terms of the wonderful work our students did with the learners," explained Ms Marietjie Bruwer and Ms Gloria Ledwaba, coordinators of the project.



Ms Gernia van Niekerk from the Unit for Community Engagement with Prof Max Braun, Deputy Dean at the Faculty of Education; Ms Gloria Ledwaba and Ms Marietjie Bruwer, both from the Department of Early Childhood Education.



Donvé Deacon who finished her BEd Early Childhood Education degree at the Faculty

ECE alumnus makes a difference in New York

Donvé Deacon, who obtained her undergraduate degree from the Faculty of Education at University of Pretoria in 2012, is continuing her mission as a voice for young children with autism in New York City, USA. She recently graduated from Fordham University with her MSc in Teaching and is currently a preschool teacher specialising in Special Education. Donvé hopes to continue to raise awareness and support for families and students with autism.



Two women from Eersterust who were part of the team who made the beautiful dolls and puppets

Music Education students excel

Seventeen of the 34 Music Education students in the Faculty of Education who chose to write an optional external Unisa Music Theory exam passed with distinction and marks of between 80% and 95%. To top off this achievement, music lecturer Ms Ronél de Villiers received a Prestige Unisa Award for Excellence in Music Theory teaching, her third such award since 2012. This award was exceptional as the majority of the music students had no prior music training at all and had to learn musical notation from the beginning.

The Arts and Culture Festival in the Department of Humanities Education takes place in September. In Music Education classes, the students prepare for the event. Some students are skilful violinists, double bassists, guitarists, drummers, and singers, while others use individualistic approaches to create original accompaniment patterns on the marimbas, boomwhackers and non-melodic percussion instruments. A variety of different musical genres will be incorporated to produce an original South African composition, Africa.

In the beautiful gardens of Groenkloof Campus, Music Education students also created their own presentations to portray different animals.



Afstandsonderrig hanteer 9 000 studente met 'n glimlag

Die personeel van die Eenheid vir Afstandsonderrig: Studenteadministrasie, werk weekliks met ongeveer 9 000 afstandsonderrigstudente. Dit is 'n reuse taak om elke student se registrasie, opdragte, versoeke, navrae deur die Oproepsentrum, die administrasie van eksamenvraestelle te bestuur en seepglad te laat verloop.



Die personeel van die Eenheid vir Afstandsonderrig verhuis almal vanaf begin Augustus na die opgeknapte Letlotlo gebou by die ingang van Groenkloofkampus.



Me Rita Venter is aan die stuur van sake. Sy is vanjaar reeds vir 25 jaar verbonde aan UP. Sy het begin as navraag-assistent, toe die student-navrae nog in Administrasie op Hatfieldkampus was. Daarna het sy onder leiding van me Brenda Jordaan met gradeplegtighede gehelp waarna sy haar huidige pos aanvaar het.



Me Irma Goosen, me Marna Meyer, me Tracey Rabie en me Annatjie de Bruyn – almal is beheer van die vele eksamenregistrasies, vraestelle, punte, en alle werksopdragte.



Me Popi Sithole; me Elisa Sambane; me Zelda Greeff; me Hellen Molapo; me Letta Nyoni; me Dinah Ngobeni onder die leiding van me Emsie Piek is verantwoordelik vir die korrekte vrystelling van die eksamenpunte. Hulle hanteer ook werksopdragte se punte asook student-navrae.



Me Lorinda Theart; Me Thapelo Lengwatie en Mnr Lucky Masehla bespreek die beplanning vir die dag by die Oproepsentrum.



Me Lindie Larney bedryf Afstandsonderrig se Data-bestuursentrum waar sy alle dokumente waarmee die Eenheid werk, op die stelsel plaas.

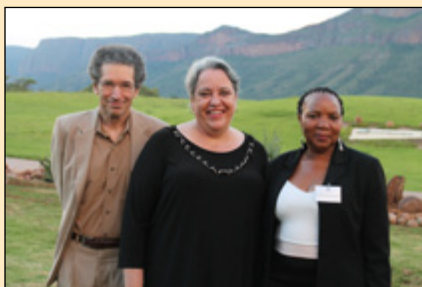
Staff in action



Prof Max Braun, Deputy Dean, with some of the hand puppets made by the Eersterust women for use during teaching practice.



Prof Pieter du Toit was the supervisor of Dr Gomotsegang Pule who recently did her PhD.



At the EASA conference award ceremony, Prof Irma Eloff is seen with Dr David Osher and Prof Mokgadi Moletsane.



Organisers of the Seminar of Communication on Empathy were Ms Safia Mohammed; Ms Marina Malan and Ms Adrie van Dyk, all from the Department of Educational Psychology.



Ms Melinda Joubert, Head of Student Administration shares some information with parents and a prospective student at Open Day.



With Ms Clarisse Venter (front) who retired after many years in the Education Library is Ms Julene Vermeulen, Head of the Education Library and Ms Sonja Delpont.



Ms Pulane Tau (right) with Ms Hannie de Weerd (middle) and Ms Elsie Viljoen at the graduation ceremony.



Staff members from Student Support and Student Administration assist some students with their enquiries during Open Day.



Dr Maximus Sefotho and Dr Funke Omidire from the Department of Educational Psychology with a student-helper at Open Day.



Staff in the Department of Early Childhood Education speaks to parents and prospective students at Open Day.



Dr Lizette de Jager from the Department of Humanities Education with the BEd final year English methodology group: e-learning collaboration on project with Partners in Learning and Schoolnet.



Prof Rinelle Evans from the Department of Humanities Education saying good bye to Dr Jean van Rooyen and Prof Rika Joubert, when they retired after many years of service to the University and Faculty.



Ms Ronél de Villiers – keeping the Music Education on a high note.

Faculty of Education

Advisory Committee 2015



Front, from left: Ms Karen Du Toit, Headmistress, Pretoria High School for Girls; Mr Saul Magengenene, Principal, Pretoria Secondary School; Prof Irma Eloff, Dean, Faculty of Education, UP; Prof Saalih Allie, University of Cape Town; Mr Alan Clarke, Ednews; Ms Jenny Glennie, SAIDE.

Back, from left: Dr LD Beukes, Faculty of Education, UP; Ms Marié Schoeman, Education Specialist; Mr John Robertson, Principal, Northridge Primary School; Ms Marna Jordaan, Headmistress, Afrikaanse Hoër Meisieskool; Dr Michelle Finestone, Faculty of Education, UP; Prof Hennie Stander, Faculty of Humanities, UP.

Learning guides developed for ECE in South Africa

A meeting regarding the European Union Department of Higher Education and Training and Early Childhood Education Project was held in June. The meeting meant the finalization of Learning Material guides for lecturers and students in the Foundation Phase programme.



Co-ordinators from the different institutions with the learning support material are from left: Prof Reshma Sookrajh (UKZN); Dr Willem Semmelink (Project Administrator, UP), Mr Ramotale Moliko, Prof Caryl Hartell (Project Co-coordinator, UP), Dr Pule Phindane (CUT) and Dr Nicoleen Schuld (TUT).

The main purpose of this inter-institutional project was to strengthen the capacity of universities to provide better and more Foundation Phase teachers and to develop relevant learning material for students and lecturers in this programme. The production of these guides was inspired by a consortium of 55 staff members from five different Higher Education institutions in South Africa namely the University of Pretoria (UP), University of Kwa-Zulu Natal (UKZN), Tshwane University of Technology (TUT) and Central University of Technology (CUT). These research-based guides with videos and power point CDs are a compendium of different learning areas which include Mathematics, Science and Technology, Foundation Phase Practices; Literacy; Life Skills; Health and Safety; Mother Tongue instruction; Human Movement Studies and Learner Support.

The endless *creativity* of our *Art Education* students

The Faculty of Education's Art Education students have been engaged in a variety of creative projects this year.

Creating a scarecrow

Third-year Art Education students were required to create their own scarecrows. The work could be a literal or conceptual interpretation of the theme. The students also had to complete two drawings of their scarecrows with pencil and/or charcoal, as well as a mixed media drawing, using alternative materials to create a scarecrow still-life.



Semi-nude figures

Another assignment, the semi-nude figure study project, involved a semi-nude female model posing for the students. Students worked in modelling clay to complete two

three-dimensional sculptures of the figure. Students then made their own waste moulds using plaster of Paris, which they used to cast their work in concrete and alternative sculpting materials.



'Small Things' Exhibition

The work of the third-years was then showcased at The Small Things Exhibition, which was held at the Art Lovers1932 art gallery.

