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In-tuition

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Mathematics Education Professors developed Apps

Prof Gerrit Stols, Head of the Department of Science, Mathematics and Technology Education developed five Apps for Android tablets and mobile phones. They are all available on the Google Play Store.

Other of Prof Stols' teaching innovations include the development of two interactive iBooks (available from the US App Store), the development of an interactive website for Mathematics teachers and their students, and the development of a website supporting Mathematics teachers by means of information and communication technology (ICT) intervention. More than 30 000 copies of the MS Word and GeoGebra manuals that he developed were downloaded from the website.

The first App which they named LESSON STUDY, was developed by Prof Gerrit Stols and Prof Yumiko Ono from Naruto University of Education in Japan. LESSON STUDY represents a highly effective professional development enabling participating teachers to plan research on a lesson together, then present the lesson, and finally reflect on and improve the lesson. This recursive improvement of a lesson continues until the teachers are satisfied with its quality. LESSON STUDY is about more than just teachers preparing and planning together: 'LESSON STUDY integrates teaching and research, theory and practice. It is a systematic, research-orientated inquiry into the quality of classroom learning that results in a professional community of teachers who learn together', said Prof Stols.

A second App is concerned with INTERACTIVE MATHEMATICS and focuses on Grades 8 to 12 Mathematics. This App consist of more than 200 interactive mathematics applets that will help school students to discover and enjoy mathematics. The first version of the INTERACTIVE MATHEMATICS App was downloaded 12 629 times and was given a rating of 4.28 out of 5 in March 2017. The interactive applets were designed with an open source software GeoGebra.

The CIRCLE GEOMETRY App comes with its user's manual Circle Geometry. This grade 11 topic is a problematic topic for both teachers and their learners. The interactive nature of this App gives



Professor Gerrit Stols, creator of five new Apps

users the opportunity to visualise, understand and enjoy geometry. The App give users the opportunity to explore interesting properties of circles. CIRCLE GEOMETRY was downloaded 500 times and rated 3.8 out of 5 on 13 December 2016.

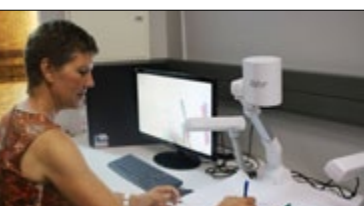
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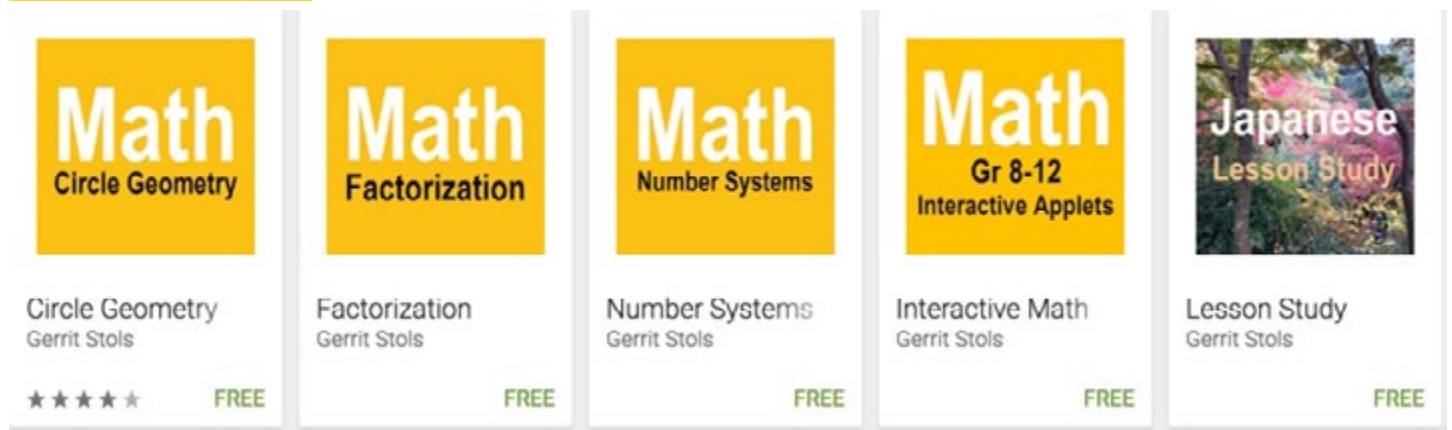
Page 24 - Prof Max Braun
welcomes Prof Chika Sehoole as
Dean of the Faculty of Education



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WHY Apps?

A few comments

Some of the many wonderful comments he received include: “Great GeoGebra applets” - Jim Moor, Mathematics Department and Chair, Gordon Tech High School, Chicago. “I almost cannot believe I have found an amazing Mathematician who has produced such awesome work...I love the way you set out your material” - Julia Richmond, Evergreen Tutoring Centre in Cape Town. And also “I would love your permission to use the manual” - Paul Romer, Stanford University and “I am very impressed by the math tutorials” - Prof. Murtaza Haider, Ryerson University, Toronto, Canada.

The word ‘app’ is an abbreviation for ‘application’. It refers to a piece of software that can run on a web browser or even offline on your computer, phone, tablet or any other electronic device. Apps may or may not have a connection to the Internet. The app is a modern take on the word software or application. This is why you probably only hear it in reference to a mobile app or a small piece of software that is running on a website. It is typically used to describe anything that is not a fully-fledged software programme. There are three main types of apps: desktop, mobile, and web-based.

Desktop apps, as mentioned above, are usually much ‘fuller’ and comprise all the features of a program, whereas the mobile app equivalent is a simpler and easier-to-use version. This makes sense when you consider that most desktop and web apps are built to be used with a mouse and keyboard along with a much larger display, while mobile apps are intended to be accessed with a finger or stylus on a small screen.

Web apps might be endowed with a wide range of features, but they have to leverage the capabilities of the Internet connection and web browser program so, while some are heavy-duty and can perform really well like mobile or desktop programs, most web apps are lightweight for a reason.

If an app is a mix between a web app and a desktop app, it might be called a hybrid app.

These apps have an offline, desktop interface and direct access to hardware and other connected devices, but also an always-on connection to the Internet for quicker updates and access to Internet resources.

Some apps exist in all three forms and are available as not only mobile apps, but also desktop and web Apps. These examples are of apps that exist in all three app forms, but that is not always the case. For example, you can get to your Gmail messages through the official Gmail.com website and Gmail mobile app, but there is not a desktop program from Google that lets you access your mail. In this case, Gmail is both a mobile and web app but not a desktop app.

Others (usual games) are similar in that there are both mobile and web versions of the same game, but perhaps not a desktop app. Or, there might be a desktop version of the game, but it may not be available on the web or mobile app.

In the context of mobile apps, almost every platform has its own repository where its users can download both free and paid apps. These are normally accessible through the device itself or perhaps even on a website so that the app can be queued up for download the next time the user is on the device. For example, the Google Play store and Amazon’s Appstore for Android are two places where Android users can download mobile apps. iPhones, iPod touches, and iPads can get apps through iTunes on a computer or via the App Store straight from the device.

Editorial

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

Editor:
Annalize Brynard

Copy editing:
Sam van den Berg

Design and layout:
Double Option

Photography:
Annalize Brynard and individuals

For additional copies contact annalize.brynard@up.ac.za



Annalize Brynard
Editor: *In-tuition*

Message from the Dean

It has been a year since I was appointed as Dean, but it feels like yesterday when I first occupied this office. It was not long after my appointment that the planning process for the University's new Five Year Strategic Plan started in June 2016. I therefore had to 'hit the road running'. A consultative process was initiated to develop a five-year strategic plan for the Faculty, aligned with the University goals.

Higher Education in South Africa experienced a great deal of turbulence during the second half of 2017, and our university was not immune from this. Because of the disruption of classes and the University management's concerns about the safety of students attending classes, the University adopted an online teaching and assessment approach.

This was in line with the University's hybrid teaching and learning approach, which is an optimal blend of face-to-face and virtual (online) learning and assessment. Despite the disruption of teaching and learning activities, many students showed admirable resilience in adapting to this alternative mode. Their performance at the end of the year showed little difference from what had been previously the case. Overall the Faculty achieved a 92% pass rate.

An important lesson learnt from the protests on campus was the importance of engagement. In many cases, an impasse between potential adversaries can be resolved by reaching out to one another, and engaging in dialogue. At the centre of the student protests was the demand for 'free quality higher education for all', and for 'decolonised education curriculum content'. It was gratifying to see the Groenkloof community mobilised into debating these two issues. During the two public engagements between students and staff hosted in the Normal Hall, robust discussions took place regarding issues such as the meaning and affordability of free quality higher education for all, and strategies to work towards its

attainment. Curriculum transformation was also discussed. Though there was no final resolution of these issues, as the Groenkloof community we experienced the power of dialogue and engagement.

Students and staff were able to express their views freely and knew how each group felt about the issues that were put on the table for discussion. The outcome was a reduction in the levels of tension and fear which had started to engulf the campus. Dialogue and engagement can indeed go a long way towards diffusing tense situations.

The 2018 academic year got off to a good start, albeit not without problems. The most challenging problem faced by the Faculty, has been the reduction in student enrolments in our programmes. Student enrolments are an important source of subsidy income. The Faculty has embarked on a strong recruitment drive to redress this situation.

Strategies to recruit students include sending our students into schools during teaching practice, the employment of a Transformation and Monitoring Manager in the office of the Dean, who will also be responsible for student recruitment. In line with the University's policy to increase access, we will be targeting schools and learners who have hitherto not been the traditional markets of the University. Our website, staff and outreach programmes to provinces are all important for our recruitment strategies. As a Faculty, we hope to deliver on this important aspect of our mandate.

In May 2017 the annual performance audit of the Faculty was conducted, and it identified areas that the Faculty needed to pay attention to. In my capacity as Dean, I undertook to visit all departments to explain the strategic goals of the University, the performance indicators and targets that have been set for the Faculty for 2017, and how these can be attained.

In March 2017 the University appointed a panel



Prof Chika Sehoole , Dean: Faculty of Education

of experts to review the Faculty with a view to identify areas of strengths and of weaknesses. The panel's report has been submitted to the Faculty and the Faculty has discussed the commendations and recommendations of the report.

The Faculty has made a number of strategic appointments as vacancies arose. Questions of quality, diversity and relevance that inform the recruitment strategy of the Faculty were identified and applied.

Prof Chika Sehoole
Dean: Faculty of Education

(Continued from page 1)

Prof Gerrit Stols also developed two Apps for grade 8 and 9 learners, called FACTORIZATION and NUMBER SYSTEMS. He include Interactive circle geometry (iBook Store) and Geometry notes: Coordinates geometry. Both are available from USA iBook Store. The second book was co-authored by Dr David Thomas from Great Falls University in the US.

Some of the many wonderful comments he received include: "Great

GeoGebra applets" - Jim Moor, Mathematics Department and Chair, Gordon Tech High School, Chicago. "I almost cannot believe I have found an amazing Mathematician who has produced such awesome work...I love the way you set out your material" - Julia Richmond, Evergreen Tutoring Centre in Cape Town. And also "I would love your permission to use the manual" - Paul Romer, Stanford University and "I am very impressed by the math tutorials" - Prof. Murtaza Haider, Ryerson University, Toronto, Canada.

Well-positioned to realise their career goals — Prof Robin Crewe

At the first graduation ceremony of the Faculty of Education in May, Prof Robin Crewe, who represented the Vice-Chancellor and Principal, Prof Cheryl de la Rey, said that our students are 'well-positioned to realise their career goals'.

'Officiating at a graduation ceremony is one of the most uplifting and inspiring official duties that a University functionary can undertake. To experience at first hand and share in the joy felt by not only our graduands, but also by family, friends and loved ones who supported you through your years of study, remains a privilege that affirms one's belief in the future.

'By the time the last student is capped, we will have had a total of 30 autumn graduation ceremonies during which we will have conferred more than 11 600 degrees, diplomas and certificates; among them 186 doctorates and 1 376 master's degrees.

'For the Faculty of Education a total of 1 512 degrees, diplomas and certificates will be conferred at its five autumn graduation ceremonies. There will be nine Education doctoral graduands and we are pleased that four of them will get their degrees this afternoon.

'Worldwide, universities are increasingly expected to fulfil their social responsibility by playing an active role in fostering the advancement of their societies. In South Africa, this specifically includes advancing the transformation and development imperatives of our country. Improving student access and success to meet the

scarce and critical skills needs for South Africa's economic development is not only a national priority but are also reflected in two of the University's five strategic goals for 2017-2021, which are: access and successful student learning; and strengthening our social responsiveness and impact on society.

'Our graduates who proceed into the world of work as employees, entrepreneurs and future leaders, remain the most tangible proof of our contribution in this regard, and the numbers I referred to earlier speak volumes. Yet, important as it may be to produce graduates in sufficient numbers to meet national needs, this will have no value if our graduates do not have the high-level skills and knowledge required to be successful in their chosen fields. At the University of Pretoria, the quality of the qualifications we offer our students is paramount, and it will remain that way because our unwavering commitment to excellence will always be the hallmark of our teaching, learning and research and of all the other components of the holistic education we provide at UP.

'Graduands, may I conclude by congratulating each and every one of you on your achievement and inviting you to enjoy this occasion with us. Your presence here today is all the proof you need that you have met the highest standards of quality and excellence which are the hallmark of a qualification from the University of Pretoria, and can celebrate your success with those that supported you along your journey and bask in the pride of your accomplishment.



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Honorary doctorate awarded

The University of Pretoria has awarded an honorary doctorate in education to Dr Jean Clandinin of the University of Alberta in Canada. The award was bestowed on her at the Faculty of Education graduation ceremony on 9 May 2017.

She is the founding director of the Centre for Research for Teacher Education and Development at the University of Alberta. She is a former teacher, counsellor and psychologist, and has authored or co-authored 17 books.

“Dr Clandinin’s research has had profound impact upon the areas of teacher knowledge, teacher education and narrative inquiry. Her work has altered our understanding of the role that teachers play in curriculum making and the development of narrative inquiry as a methodology for research in the social sciences”, said Prof Robin Crewe.

In her convocation address to the 2017 education graduating class, she urged graduates to reflect on the stories by which they lived.

“We are, all of us, living storied lives. We are, all of us, made up of stories,” she said. “As you accept your degree today my hope is that you see possibilities for changing the stories you live by and changing the landscapes in which you, and we, live in ways that will shape a more just and humane world”, she said.

Up to 23 students received a Postgraduate Certificate in Higher Education; 252 students received BEd degrees in Further Education and Training: General; 42 students were awarded the Bachelor of Education Honours degree, while six were awarded Teacher Education and Professional Development certification.

Five students were awarded the degree of Master of Education in Assessment and Quality Assurance in Education and Training, while six were awarded Master’s degrees in Education Management, Law and Policy and eleven in Educational Leadership.

René Beyers received the award as best student in the degree BEd Further Education and Training: General.

Dr Paul Ngoako was awarded the Doctor in Philosophy degree with his thesis ‘Role players’ understanding of public schools principals’ legal responsibilities regarding financial management in Limpopo’ with Dr Agnes Mohlakwa from the Department of Education Management as supervisor.

Dr Musa Absalom Thambekwaya was awarded the Doctor in Philosophy degree with his thesis ‘Reflecting on experience in educational leadership development through mentorship in Mpumalanga’, under Dr Chika Sehoole, Dean of the Faculty of Education, as his supervisor.



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'Your discipline has an ever-enriching history' - Prof Stephanie Burton

On 25 April 2017, in her opening speech at the Faculty of Education's second graduation ceremony, Prof Stephanie Burton, Vice-Principal: Research and Post-graduate Education gave an inspiring address to graduating students.

'Tukkies is almost 110 years old. It is one of the largest and most highly respected universities in South Africa, and in Africa, with over 50 000 students. UP has six campuses, four of which are specialist in nature (including your own), and has graduated well over a quarter of a million students in its hundred and ten years.'

'In 2016, UP retained its listing in two of the main global ranking systems. It was ranked between 551 - and 600 in the Quacquarelli Symonds (QS) world rankings for 2016/2017, and has remained at number four in South Africa. In addition, UP was one of just three South African universities that improved their research performance in 2015 and 2016 - something which Tukkies has been doing steadily over the past years.'

'It is now the case that more than half of the research publications produced by UP academics are jointly authored with international colleagues. Further testimony of the quality of the University and its staff is the fact that 33 academics are in the top 1%, in the world, of the researchers in their fields, while UP has 256 research partnerships across 68 countries. In Education as a discipline, this Faculty is ranked in the top 250 internationally.'

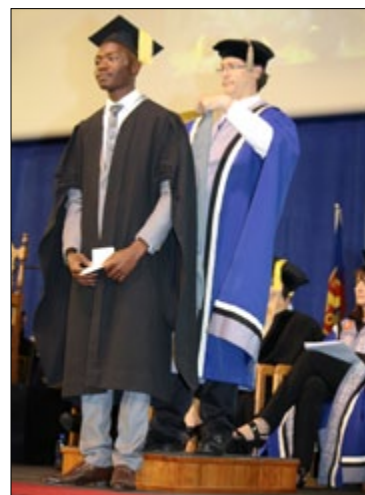
'Graduates, the fact that you have endured and succeeded, despite the difficulties, is a tribute not only to the ways in which the University managed the protests — but also to your determination to succeed in reaching the goals to which you've committed yourselves. As a result, whether as teachers, managers, principals, psychologists or

planners in Education, you are possibly better prepared for your future than almost anyone who has preceded you in your profession. Your experiences here on campus will have left you with a clear sense of how important a university education is — and of your responsibility to make that reality widely known in society. Your field, Education, is all about learning to live life, and to develop the skills that make one a valued member of society, which has always been part of human existence.'

'What is amazing, though, is that although this learning is so essential to human survival, learning how to "teach" - to share knowledge in effective ways — was not always a formal activity that was, itself, taught, and was seen to be worth understanding (studying) for its own sake. So, while learning has been absolutely vital for thousands and thousands of years, teaching it in a serious, formal way - anywhere in the world - only came about in the middle of the 1800s.

'This study of how to teach and learn started around the 1820's, which is when a private Normal school was established by Samuel Hall, and the American State of Massachusetts initiated government funded public normal schools. The normal schools were so named because girls were allowed to attend, rather than only boys. Then people began to train as teachers, in the 1830's.

'Your chosen field is one of which you must be proud, and your achievement is something about which you can be exceptionally pleased. So today must be a real celebration. You, as our graduates, have achieved much. Your discipline has an ever-enriching history. And in our complex modern society, each of you has an essential and critical role to play.'



Students awarded for years of devotion

On 4 May 2017, the Faculty of Education celebrated the latest graduation ceremony with 200 postgraduate certificates in Education and 180 Bachelor of Education degrees being awarded, as well as 25 Honours degrees and 16 Master's degrees being conferred. The highlight of the event was the five Doctoral degrees awarded.

A very special award was made to Tayla Jade Webb who was rewarded for her outstanding achievement in four years of study. Tayla Jade Webb's award consisted of a silver medal as well as a cash prize and certificate awarded to candidates for outstanding undergraduate academic achievement during their studies for any first bachelor's degree in the Faculty of Education.

Tayla Jade Webb was awarded as the best student for the degree BEd Intermediate Phase. Sunay Van der List was awarded as the best student for the degree BEd Further Education and Training: Economic and Management Sciences. Roland Steyn who was awarded in BEd FET: Human Movement and Science and Sport Management Award. He was the best student in the degree Further Education and Training: Human Movement

Science and Sport Management. Bianca van der Merwe was awarded the BEd FET: Natural Sciences Award. This was awarded to the best student in the degree BEd Further Education and Training Natural Sciences.

Four of our students were awarded doctoral degrees. Dr Mandienkhosi Nhlanhla Dhalamini did his thesis on 'Understanding and teaching climate change in the Secondary Education Geography Curriculum in Swaziland'. Dr LD Beukes from the offices of Teaching Practice was the Supervisor.

Dr Donna-Anne Mary Hannaway did her thesis on 'Teachers' and learners' experiences of technology-based teaching and learning in the Foundation Phase'. She was supervised by Dr Miems Steyn from the Department of Early Childhood Education.



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Dr Mapula Martha Malatji did her thesis on 'Teachers' and elders' perceptions of using story-singing when teaching Setswana to young children'. Dr Ina Joubert, Head of the Department of Early Childhood Education was the supervisor of the student.

Dr Stephen Esrom Masote did her thesis on 'Teachers' understanding and implementation of Values Education in the Foundation Phase'. Prof N Phatudi was her supervisor of the



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APPOINTMENT OF A NEW DEPUTY DEAN IN THE FACULTY OF EDUCATION

The University of Pretoria (UP) is pleased to announce the appointment of Prof Salomé Human-Vogel as the new Deputy Dean of the Faculty of Education with effect from 1 August 2017.

Prof Human-Vogel completed her tertiary studies at UP, where she was awarded the following degrees: BA, BA(Hons), BEd (Educational Psychology), MEd and PhD (Educational Psychology). With the exception of the BA(Hons) degree, all these qualifications were obtained with distinction..

She started her career as a Career Information Counsellor, Senior Administrative Officer, in the Department of Labour and completed an internship as an educational psychologist at the Child Guidance Clinic at the University of Pretoria. She then proceeded to the Human Sciences Research Council (HSRC), where she was employed first as a researcher and subsequently as a senior researcher from 1999 until 2001, after which she returned to UP as a lecturer in 2001.

Professor Human-Vogel was promoted to senior lecturer in 2007, and associate professor in 2014. She has been acting as Head of the Department of Educational

Psychology since 1 January 2017. .

She has been extensively involved in teaching at both the undergraduate and postgraduate levels. In 2010 she received an Education and Innovation Award for the integration of community engagement with postgraduate teaching and clinical practice in the MEd (Psychology) programme. She has also been involved in course development and programme coordination at both the undergraduate and postgraduate levels.

Prof Human-Vogel has been a registered educational psychologist for 18 years and has supervised students' practical work in clinical, school and community settings. Her standing as an educational psychologist is evidenced by the fact that she has been co-opted to the Education, Training and Registration Committee of the Professional Board of Psychology. .

She has supervised four PhD and 19 MEd students to the completion of their studies. She has published 14 journal articles and four peer-reviewed chapters in books and has received a C3 rating from the National Research Foundation (NRF). Her research is focused on the role and meaning of



Prof Salomé Human-Vogel

supporting long-term commitments in social and achievement contexts. She serves as a reviewer for several national and international journals, including the highly ranked Education Research Review Journal (ISI Impact:2.068). Currently she has a Hi-Index of 7. As evidence of her research expertise, she has served as a reviewer on the NRF panel for the South Africa / Argentina and South Africa / Finland research programmes, and also on the NRF panel of reviewers for the Competitive Support for Rated Researchers and Competitive Support for Unrated Researchers applications in 2016.

Prof Human-Vogel has extensive experience in management, having served in various committees at various levels, including the Curriculum Transformation Committee, the UP Continuing Professional Development Accrediting Body, the Faculty Research Committee (as Chairperson), and the Education Innovation Committee (as Faculty Representative).



Prof Salomé Human-Vogel

Looking Back

Years of Wonderful Memories

Prof Jan Nieuwenhuis, Head of the Department of Humanities Education, retires at the end of June 2017.

His contributions to, and his exceptional input in the Faculty of Education, is outstanding. He became associate professor in the Faculty of Education in 2009 and was appointed Head of Department: Humanities Education in 2015.

'When I look back over my life I realise that people came into my life for a reason, a season or a lifetime. When a person comes into your life for a reason, it is usually to meet a need or to help you through a difficult time. They are the ones who appear when life puts a challenge at your feet. They help you, guide you, assist you physically, emotionally or spiritually. They are Godsend. God has sent them on your way so that you do not have to bear your sorrows or challenges alone. People that come into your life for a reason, come and go, but they leave their fingerprints on your soul', he said at his Departmental farewell function at the Uitspan venue.

'Other people,' he said, 'come into your life for a season. They share the rain and sunshine with you. They feel the wind and the sand in your faces. Together you grow and share with the season. You learn from each other. They bring you joy and you bring joy to their lives. They are people that God has put in your life for a season so that you can grow spiritually, emotionally and intellectually.

'But then,' he said, 'some people come into your life for a lifetime. They bring you a lifetime of learning, growing and joy. These relationships are so important to us as humans because it is through our lifetime companions that we are able to experience deep satisfying relationships. These people are our soulmates, mentors and coaches from whom we learn and grow to become what we were intended to become.

'So if I look back over the time I have been with you, I realise that some of you came into my life for a reason and I thank you for the impact that you had on me. Some of you came for a season and I thank you for growing with me. But some of you created a lifetime relationship and I thank God for having you in my life', he said with passion.

Prof Jan Nieuwenhuis learnt many wise things in his time as Head. 'The one thing I learnt was never to try to accept someone as he/she is. Rather see it as I accept the person for whom he or she was supposed to be, and help the person to become that. Develop his potential to fulfil that.'

Something else he realised is that as Head you can actually create an opportunity for your staff to look forward to everything. Even 'bad news' can be bearable. It all depends on how it is shared.

When Prof Nieuwenhuis was appointed, he knew that he had to do something to lift the spirit in the Department. He invited all to join him for a cartoon movie. He bought the tickets and they could buy their own popcorn and beverages! What a mood changer. This year at his farewell function, everyone wore a hat.

When asked about his best memories, he said that the research



Prof Jan Nieuwenhuis

support sessions he initiated in 2002, were a highlight in his career at the Faculty of Education. And also the improvement of the quality of the M's and D's students, he added.

Prof Nieuwenhuis also has many good memories about the growth of students. Even the way in which he could see persons in senior positions grow had a wonderful effect on him.

'My work in the Department of Humanities Education was really a highlight. To think about the fact that we created subject methodologies in IsiZulu and Sepedi in our Department with Ms Connie Makgabo and Dr Sicelo Ntshangase as Lecturers. That was excellent'.

Prof Nieuwenhuis has been involved with educational research since 1979. His initial research and post-graduate studies focused on school guidance and learners with special educational needs. Based on his expertise in this field as well as in research, he was intimately involved with a number of National Research Programmes.

Prof Nieuwenhuis will still be involved in the work at the Council on Higher Education (CHE). His work in accreditation and enhancing the standard in Higher Education has always been important to him. Institutional audits and transformation are also part of his involvement at the CHE.

He acted as expert consultant to UNESCO on the definition of basic education in 2008, and participated in the Canada-South African Teacher Development Project of 2003. He also acted as consultant to the Learning Avenue (France), on the Flemish Association for Development Cooperation and Technical Assistance (WOB) project sponsored by the Flemish government on the evaluation of Professional Learning Communities in 2015, and developed the Audit Framework on Accreditation for the Council on Higher Education in Lesotho in 2014.

Prof Nieuwenhuis is C3 rated researcher.

Two New Heads Appointed

Prof Johan Wasserman

Prof Johan Wassermann has been appointed head of the Department of Humanities Education in the Faculty of Education, with effect from 1 July 2017.

Prof Wassermann completed his undergraduate and Honours degrees at North-West University, two Master's degrees (in Geography Education at Rhodes University and in History at the University of Free State). He completed his DPhil. in History at the University of Pretoria in 2005. He has extensive teaching experience in higher education, which includes eight years lecturing at the Durban College of Education, and 16 years teaching History Education at the University of KwaZulu-Natal before joining the University of Pretoria as a full professor of History Education in 2016.

He has an impressive research portfolio that includes over 40 publications in accredited journals, book chapters and contributions to conference proceedings. He supervised to completion 25 Master's and PhD. students,

and one post-doctoral fellow. His research focuses on History textbooks, youth and History, teaching controversial issues in History and the position of minoritised peoples in Colonial Natal. He has been a visiting scholar to a number of African and overseas universities.

Prof Wassermann has administration and management experience at higher-education level, which includes working as Head of Department for History and Geography at the Durban College of Education and as Cluster Leader for Social Science Education at the University of KwaZulu-Natal.

He serves on numerous editorial boards and scientific committees and has acted as the Vice-President of the Historical Association of South Africa. He is a founder member of the International Research Association for History and Social Sciences Education and serves on its scientific committee. He is also the co-founder and chairperson of the African Association for History Education.



Prof Johan Wasserman

Dr Ruth Mampane

Dr Motlalepule Ruth Mampane has been promoted to the position of Associate Professor and new Head of Department of Education Psychology from 1 August 2017.

Dr Mampane obtained her undergraduate qualifications from Vista University (Mamelodi) and her B Ed Honours in Education Psychology from the University of Johannesburg (formerly RAU), her masters and PhD Degrees at the University of Pretoria in 2005 and 2010 respectively. She started her career at the South African Management Development Institute (SAMDI) as Programme Administrator, followed by stints at the Centre for the Study of Aids at the University of Pretoria and at the Tourism Hospitality and Sports Education and Training Authority. Dr Mampane joined the University of Pretoria in 2004 as Junior Lecturer and was promoted to the position of Senior Lecturer in 2013.

Dr Mampane is a registered Educational Psychologist with the Health Professional Council of South African (HPCSA). Her research focus and scholarly contributions within the discipline of Educational Psy-

chology are centred on resilience, mitigation of risk and encouraging preventative programmes through early identification of risk. She has published 10 articles in accredited journals, has supervised to completion 15 masters students and is currently supervising eight masters students and one doctoral student.

Dr Mampane has an impressive leadership profile which entails being the Chairperson of Education Association of South Africa (EASA). She is a Council and Executive member of the UMALUSI Council for General and Further Education and Training Quality Assurance. She is also Chairperson of the Assessment Standard Committee, a member of the editorial board of the Perspectives in Education (PIE), editorial team member of the South African Journal of Education (SAJE) as well as Council member of the World Education Research Association (WERA), which have provided her national and international footprint and recognition.

She received the following awards in recognition of her scholarly contributions SAN-PAD RCI Scholarship, Thutuka National Re-



Dr Motlalepule Ruth Mampane

search Foundation Rating Track, University of Michigan African Presidential Scholar.

The Faculty is proud to have Dr Mampane as the Head of the Department of Educational Psychology. As her name Motlalepule attests, may her appointment bring about showers of rain (blessings) to the Faculty. We are looking forward to her contribution in these roles.

Dr Raita Steyn

Dr Raita Steyn is currently a lecturer at the Department of Arts Education at the University of Pretoria. Raita was born in Tahiti, lived in Greece and immigrated to South Africa in 1971. She holds a doctorate in Greek (Byzantine Orthodox iconology's influence on Nubian and Ethiopian religious art, University of Johannesburg, 2014). In 2016, she received the Excellence Award for research on 'Byzantine Art in Africa' (Lyceum Club for Greek Women).

She started her art-teaching career in Durban in 1996, where she was a part-time lecturer at the Natal Technikon (Jewellery Design). After moving back to Johannesburg, she taught Design and Visual Arts at FET-level and became the external examiner (Design) for Umalusi.

Apart from participating in numerous art exhibitions, she exhibited her artworks on Brenda Fassi at the State Theatre of Pretoria. She also took part in an exhibition hosted at the University of Johannesburg to celebrate George Bizos's 85th birthday. She also painted Byzantine icons for Orthodox churches and co-organised a FIFA Art Competition in conjunction with the Greek Embassy, in 2010.

She is currently extending her research and studies on Afro-Byzantine art and symbolism in African religious art beyond the Byzantine field.



Dr Raita Steyn

Ms Athambile Masola

Ms Athambile Masola is the nGAP (New Generation of Academics Programme) lecturer in the Department of Humanities Education. She has been working with PGCE students since her arrival in January 2017.

Ms Masola obtained her Master's in Education at Rhodes University. Her dissertation examined the pacing and sequencing in literacy lessons in Grade 1 classrooms in two schools in Rhini-Grahamstown. After her Master's, Athambile worked as a high-school teacher in Cape Town and Johannesburg teaching English. Her work in the schools also included creating alternative discussion platforms for students to talk critically about current affairs, feminism and cultural representations in pop culture amongst other issues.

She is currently enrolled for a PhD degree, which is looking at Noni Jabavu's memoirs as part of the intellectual historiography of black women writers in South Africa. Her research interests include literacy studies, and writing by black women which has largely been marginalised from school and university curricula. Ms Masola is also a blogger who has contributed to the *Huffington PostZA*, *the Mail and Guardian's 'Thought Leader'*, *Prufrock Literary Magazine* and *The Journalist*.



Ms Athambile Masola

Dr Charity Meki-Kombe

Dr Charity Meki-Kombe was born and raised in Zambia. She pursued her tertiary studies at the University of Zambia (UNZA). After completing her postgraduate studies in Zambia, she enrolled and obtained a PhD in the Department of Education Management, Law and Policy (EMLP) at the University of Pretoria. In 2016, the EMLP Department at the University of Pretoria awarded her a postdoctoral fellowship position under the mentorship of Prof Chaya Herman.

Dr Meki-Kombe has worked for several institutions in Zambia. She worked for the Examinations Council of Zambia (ECZ) as senior research officer (2010 – 2017). She also served as National Coordinator for the Zambia Grade Two National Assessment Survey (NAS) implemented by the ECZ. The NAS uses renowned international assessment models, including the Early Grade Reading Assessment (EGRA) and Early Grade Mathematics Assessment (EGMA). The models are designed to provide simple, low-cost measures of literacy and numeracy among early grade learners. She also worked for the Zambia Anti-Corruption Commission as community education officer (2005 – 2010); Evelyn Hone College as lecturer – in Business Communication Skills (2005), and the UNZA as graduate teaching assistant under the Department of Educational Administration and Policy Studies (2003 – 2005).

Her PhD project focused on the sustainability of donor-driven interventions in the education sector in Zambia. Her article 'Can education innovations be sustained after the end of donor funding? The case of a reading intervention programme in Zambia' was recently accepted for publication in the *Educational Review Journal*. Dr Meki-Kombe's current research work will add value to the EMLP Department and the University at large.



Dr Charity Meki-Kombe

Ms Sonti Zelma Mokokane

Ms Sonti Zelma Mokobane has been appointed as a lecturer and co-ordinator for Life Orientation. She holds a Master's degree in Inclusive Education from the University of Johannesburg and her PhD (with the University of the Free State) is in its final stages.

She worked for the UP Department of Education teaching Life Orientation for 14 years. She obtained a scholarship (Graça Machel Scholarship) from Canon Collins Trust in 2008 to study towards her Master's degree at the University of Johannesburg. She worked as a research assistant at the University of Johannesburg (2008), research lecturer at Southern Business School (2012), and inclusive education lecturer at the University of the Free State (2014).

Her research focuses on diversity, inclusion of the marginalised in schools and inclusive teaching and learning.

Her research is published with accredited national and international journals. She has participated in academic conferences both nationally (Johannesburg, Bloemfontein, Pretoria and Durban) and internationally (Malawi, Zambia, Kenya, China, Lithuania, France and Austria). She has been liaison officer for inclusion education for the international Higher Education Teaching and Learning Association (HETL) since 2012. She has also been a member and a research fellow of the International Society for the Study of Behavioural Development (ISSBD) since 2009.



Ms Sonti Zelma Mokokane

Ms Genevieve Fourie

Ms Genevieve Fourie was appointed as a senior management assistant in the Teaching Practice Office of the Faculty.

She has been working in Higher Education for the past nine years and her key focus areas have been on short course development, project management and work integrated learning.

Her studies have included general and environmental law and administration. She is passionate about student development, counselling and community upliftment projects. She has enrolled to study in a new direction to pursue her passion in psychology.



Ms Genevieve Fourie

Mr Nelson Manganye

Mr Manganye was appointed lecturer in the Department of Humanities Education. He lectures on the History of Music, Piano, Choir, Foundation Phase and Music Education.

He is a musician who is passionate about music education. He is also passionate about indigenous and traditional game-songs. He wrote a chapter in the book *Emerging Solutions for Musical Arts Education in Africa*. His chapter was about 'Indigenous music theatre of the Tsonga people of South Africa.'

He developed lesson plans for music teachers for school of leadership. He also co-authored music textbooks for CAPS grades 10 to 12 and wrote a book from his Master's dissertation on Music, titled *Indigenous Tsonga children's game-songs*.



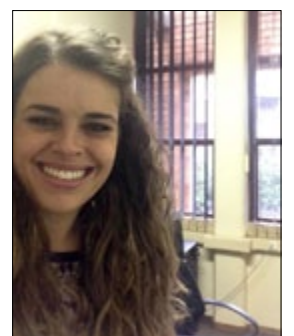
Mr Nelson Manganye

Ms Sarina de Jager

Ms Sarina de Jager completed her Master's degree in educational psychology from the University of Johannesburg (UJ) in 2012.

Her research for the Master's focused on the inter-professional collaboration between educational psychologists and teachers. She is registered as an educational psychologist at the Health Professions Council of SA. She is currently completing her PhD in Educational Psychology at UJ. The subject of her research is focused on pro-active aggression in adolescent boys.

Ms De Jager was appointed as a lecturer in the Department of Humanities Education May 2017 as the coordinator of the PGCE programme and Life Orientation lecturer.



Ms Sarina de Jager

Rakgadi

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Prof Ronel Ferreira as New editor for the South African Journal of Education (SAJE)

At the end of 2016 Prof Liesel Ebersöhn from the Department of Educational Psychology stepped down as executive editor of the South African Journal of Education (SAJE), which is hosted by the Faculty of Education. Based on her vision and dedication to quality research in Education, SAJE reached numerous milestones over the last five years. The impact factor increased to 0.56, resulting in SAJE being regarded as the leading journal in education in Africa. Based on the standing of the journal, a steady increase in international submissions has been seen. SAJE is accredited by the Web of Science (an online subscription-based scientific citation indexing service) and listed in the list of approved journals of the Department of Higher Education and Training.

Prof Ronél Ferreira from the Department of Educational Psychology, was elected as new executive editor of SAJE at the 2017 Annual General Meeting of the Education Association of South Africa (EASA) and commenced duty in January 2017. Her vision for SAJE is to build on the successes that have been evident and to further increase the impact and contribution of the articles that are published.



Prof Ronel Ferreira

An increase in international submissions and a strong international standing remain priority areas for the Journal. Prof Ferreira is assisted by administrative editor, MS Estelle Botha, associate editor Prof Liesel Ebersöhn and an editorial committee consisting of Prof Kobus Maree (University of Pretoria), Prof Naydene de Lange (Nelson Mandela University) and Prof Vanessa Scherman (University of South Africa). The international editorial board includes renowned academics from the University of Nebraska–Lincoln (USA), Çanakkale Onsekiz Mart University (Turkey), Fordham University (USA), and Dalhousie University (Halifax, Canada), Pennsylvania State University (USA), Moi University (Kenya), the Hong Kong Institute of Education, and the University of Namibia. Nationally, experts from Rhodes University, Stellenbosch University, North-West University, the University of Pretoria, the University of South Africa, the University of Johannesburg, University of the Western Cape, University of the Free State, and the University of KwaZulu-Natal serve on the editorial board.

Dr Eric Eberlein as Secretary of EASA

Dr Eric Eberlein of the Department of Education Management and Policy Studies was recently elected secretary of the newly reconstituted Education Association of South Africa (EASA) Special Interest Group (SIG) for Education Leadership, Management, Law and Policy.

SIG, under the chairmanship of Prof Jan Heystek, formerly from the Faculty of Education at UP and now working at the Northwest University, has the following aims:

Research: One of the primary roles and functions of SIG is to promote and conduct high-quality and impactful research in the field of education management, leadership, law and policy studies. SIG should investigate the possibility of publishing the findings of SIG-related research in, for example, a special edition of an appropriate journal, and should also consider publishing scholarly books with SIG members as editors and contributors. SIG could also disseminate the findings of research via seminars and workshops for academics and practitioners in SIG's field of interest.

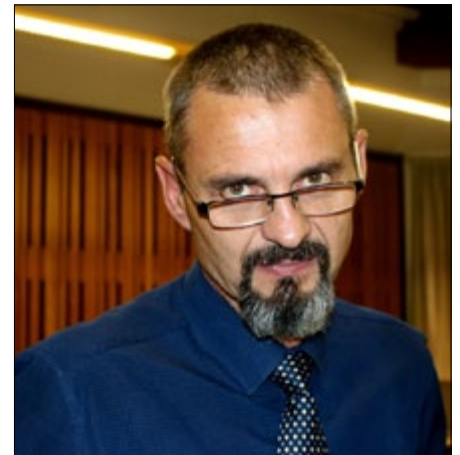
Data base: SIG could establish a database of contact details and fields of specialisation for its members, who would then have access to this information when the time comes to select appropriate external examiners for Master's and PhD students. The database could also serve to put academics with similar fields of interest within SIG in contact with one another with a view to collaborative research, post-graduate supervision and publication.

Networking and community of practice: SIG at UP could serve as a platform for contact with other SIGs as well as with education unions, such as the South African Principals Association, and serve as the foundation for the establishing of an education management, leadership, law and policy community of practice, both within South Africa and beyond her borders.

Comment and dissemination of expertise: SIG could serve as a mouthpiece for EASA and for education in general on matters related to education management, leadership, law and policy, and could provide expert commentary and opinions on topical matters to the media and other stakeholders in the field of education.

Internationalisation: SIG could serve as a central point for the dissemination of research and information related to education management, leadership, law and policy from within South Africa, Africa and beyond. SIG could also serve to broaden and strengthen education management, leadership, law and policy ties among South Africa and its immediate and not-so-immediate neighbours.

Promotion of the field: SIG could serve as a mechanism for the promotion and popularisation of education management, leadership, law and policy as a field of interest within education and as a field of study and research with an enormous potential for a positive impact in education, both in South Africa and on the rest of the continent.



Dr Eric Eberlein

Dr Ruth Mampane as Chairperson of EASA

Dr Ruth Mampane, from the Department of Educational Psychology, has been elected Chairperson of the Education Association of South Africa (EASA). The election took place at the annual conference hosted by North-West University (Potchefstroom Campus) in January. Dr Mampane succeeds the outgoing chairperson, Prof Dinah Magano of UNISA.

EASA is described as an 'inclusive network of academics, researchers, and practitioners who prioritise education in South Africa, by means of active exchange and critique of hypotheses, theories, and practices'. Membership of EASA is open to all academics, researchers and educationists.

In 2015 the Executive Committee of EASA nominated Dr Mampane to the position of council member to represent EASA interests at the World Education Research Association (WERA) for the period January 2016 to December 2018.

Dr Mampane's chairpersonship coincides with the revival and re-enactment of five Special Interest Groups (SIGs) — see the EASA website at <http://www.easa.ac.za/> — and an urgent call to actively and collaboratively engage with, and respond and find answers to, important education reforms called for by the national #feesmustfall movement. The urgency of the #decolonisation and #africanisation of teaching and learning, especially in higher education, cannot be excluded from EASA's agenda. The major responsibility of the Chairperson of EASA is to ensure that the EASA conference scheduled for January 2018, which will be hosted by UKZN and spearheaded by Prof Labby Ramrathan, is successful and well attended



Dr Ruth Mampane

Dr Samuel Adeyemo

GOLDEN KEY FOR ACADEMIC

Dr Samuel Adeyemo, from the Department of Education Management and Policy Studies, received a notable achievement with a life membership invitation from Golden Key International Honour Society, in recognition of his research output and academic achievements during his postdoctoral studies. Golden Key life membership is strictly by invitation and internationally recognised. It is awarded to the top fifteen percent of academic achievers at a university, and comes with the opportunity to apply for members-only grants and awards worth US\$ 500 000.

Dr Adeyemo was appointed seven years ago to the Faculty of Education after he received a postdoctoral fellowship from the University.

He has been associated with the Department of Education Management and Policy Studies for five years. He has published articles in accredited peer reviewed journals as well as contributing book chapters; and won an international scholarly grant from the Coimbra Group in Belgium in the category for 'Young Professors and Researchers from African Universities'.

Dr Adeyemo focuses his research projects on system dynamics of higher education management, with a particular interest in quality assurance. His research projects are linked to the activities of The Kola Scholars (TKS), a platform he founded during his postdoctoral studies to promote scholarship and research in the field of higher education in Africa. His most recent research project is aimed at attempting to understand the

nonlinear behaviour of complex systems of higher education, using mathematical modelling techniques to frame, understand, and discuss complex issues of quality and 'learning to earning'. His research focuses on what can be done to fully understand the role of higher education, and how lack of understanding may persist in creating communication barriers between the private and public sectors and the unemployed.

Dr Adeyemo is currently engaged in a Nigerian case report with Prof Lilian-Rita Akudolu from Nnamdi Azikiwe University in Nigeria as a joint British Council-German Academic Exchange Service (DAAD) project. Nigeria is among the six countries where the African Network for Internationalisation of Education (ANIE) conducts a study on 'Research and PhD capacity in Sub-Saharan Africa', jointly commissioned by the British Council and the German Academic Exchange Service (DAAD). The main purpose of the study is to analyse the current and evolving potential in the region to establish and sustain PhD programmes, the national and regional enablers of this, as well as the priorities and agendas of higher education institutions.

With Commodore Sileranda Lassa of Nigeria, Prof Adeyemo is writing a book on 'Organisational symbolism of America in Africa: Politics of visibility', a project of the Defence Section of the Nigerian High Commission in Pretoria. This book is anchored in the system dynamics model in order to critically understand the phenomenon of USA national security, foreign policy and economic interests through AFRICOM (the



Dr Samuel Adeyemo

US Africom Command organisation). He uses the construct of organisational symbolism to determine the effectiveness of AFRICOM in its current organisational design in terms of foreign policy implementation and the distance between policy ideas and practical outcomes. The theoretical postulation of organisation symbolism in military systems enables an honest reassessment, not only of the purposes of policy-making, but also of the politics behind American visibility via AFRICOM.

Since 2015 Dr Adeyemo has been the project coordinator of the University of Pretoria for the African-Australian Universities Network (AAUN). He is also the project coordinator for the African International Student Mobility Project funded by the NRF, which focuses on intra-African student mobility in higher education, with a particular focus on eight African countries — Uganda, Kenya, Tanzania, Ghana, Senegal, Cameroon, Nigeria and South Africa.

Dean Celebrates One Year In Office



Caption



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On the first day of June 2017, Prof Chika Sehoole celebrates his first year in office as Dean of the Faculty of Education. Wearing his special new sweater for the occasion, he blows out his first 'birthday' candle.

He enjoyed the moment with colleagues. Prof Salome Human Vogel (acting head of Educational Psychology), Bronwynne Swarts and Thandi Mngomezulu (both from Student Administration), heads of department, Prof Ina Joubert (Early Childhood Education), Prof Jan Nieuwenhuis (Humanities Education) and Prof Max Braun, Deputy Dean; and heads of department Prof Geriit Stols (Department of Science, Maths and Technology Education) and Prof Everard Weber (Department of Education Management and Policy Studies).

FOCUS ON LEADING research-intensive university in Africa

In February 2017, Vice Principal Prof Stephanie Burton visited the Faculty of Education to discuss the research vision of the University of Pretoria with Faculty staff.

Her theme was that what is required to be a leading research-intensive university in Africa, recognised internationally for its quality, relevance and impact, and also dedicated to developing people, creating knowledge and making a difference locally and globally?

'We aspire to be an institution that advances the frontiers of knowledge and that makes a positive impact by focusing on areas of greatest need', Prof Burton said, and singled out the following key points:

- The starting point would be wide-ranging expertise and research programmes focusing on some of the major challenges confronting Africa and the world.
- We must ensure that UP is well-positioned to play a leading role as a hub for African and global research networks as well as providing a solid history of international engagement and a primary focus on Africa. Indeed, the intended outcomes of the University's 2017-2021 plan are to increase the output and impact of research through a heightened national and international profile and visibility and improvement of UP's position in the international university rankings.
- We must strive to create a more inclusive research environment through greater participation by students as well as academic staff in pursuing the University's vision and enhancing postgraduate access and throughput.
- It is also imperative that we increase innovation through leading successful commercialisation of research.
- The University has launched the new concept of 'Research that matters', which is aimed at conducting research that matters and building world class, high-impact research productivity through internationally recognised research; interdisciplinary approaches to complex challenges; partnerships with key stakeholders and external funding.
- The University should play a leading role in research focusing on Africa and to develop institutional and faculty research focus areas.



Caption

- The most important part is to improve UP's ranking position.

What can each staff member do to increase research impact? The impact is influenced by achieving the greatest number of citations of peer-reviewed papers of outstanding value. Faculties can pay attention to publications in high-impact journals; engage in more international collaboration and co-authorships; strategic partnerships; and increased international visibility. They should have clear and visible research plans and focus areas and reduce reliance on a few leading researchers.

When it comes to postgraduate education and UP's international profile, the primary focus is on building and strengthening strategic research partnerships with research universities in the fields that UP has prioritised by creating a meeting place for scholars from Africa; access to international funding and positioning UP as a postgraduate destination in Africa.

'The University has collaborative relationships and formal partnerships with many institutions abroad based on research collaboration, staff and student exchange as well as postdoctoral fellowships, and attracting international students at undergraduate and postgraduate levels. There are many international programmes and co-supervisory arrangements with international partners', Prof Burton concluded..

Prof Gilbert Onwu's Group

A workshop was held and aimed at 'Writing for Journal Publication' was attended by for early to middle career academics in the Faculty. Prof Chika Sehoole, Dean of the Faculty of Education, initiated the project and was designed to encourage and assist younger or early career academics to get into the habit of publishing as a critical component of their career development and UP's strategic research objective.

Prof Gilbert Onwu, well-known Professor who worked at the Faculty for many years, focused firstly on 'to Publish one has to do Research'.

In the course of the four hour workshop, they engaged in very spirited discussions and 'minds on' activities on various aspects and from different perspectives on How to get Published. The activities of the engagement included among others, practical insights into the readiness or otherwise to submit for publication, examples and tips on what distinguishes a good manuscript from a bad one. The participating staff came along with their individual draft articles and we collectively in



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the light of some rules offered for writing quality journal articles were able to review some of them for suggested improvement.

The main content covered included aspects of 'what editors look for;' 'elements of style for writing journal articles'; 'basic rules of manuscript language; classic errors to avoid; tips for writing dreadful journal; writing and rewriting for extensive fine tuning -the peer-review "game"- and lastly' individual and collective exercise on reviewing draft journal articles .

Celeste Combrinck Awarded To Attend Conference In Australia

Ms Celeste Combrinck, the Deputy Director at the Centre for Evaluation and Assessment (CEA) at the Faculty of Education, received an award, offered by the Graduate School of Education (GSE) at the University of Western Australia to attend the Seventh International Conference on Probabilistic Models for Rasch Measurement.

The conference took place in January 2018 at the University of Western Australia, Perth and will cover the range of areas where Rasch measurement theory is applied, including Education, Psychology, Health, Marketing and Social science. The GSE offered an award in honour of the contributions by the late Professor Tim Dunne of The University of Cape Town to Rasch measurement theory and practice in South Africa and his period at GSE, University of Western Australia. The award constitutes registration fees and pre-conference Advanced Course in Rasch Measurement Theory in addition to the airfare and accommodation for the duration of the course and conference. All the finalists have also been granted free access to the UWA online Rasch courses.

Prof Dunne was convinced about the power of Rasch measurement theory to support the research community in providing a means of validating assessment instruments, and so enabling social justice. He promoted Rasch measurement in South Africa, through international



workshops and courses in Cape Town allowing many young scholars to learn about Rasch measurement. In January 2015, Prof Dunne hosted the Sixth International Conference on Rasch models bringing together colleagues from all over the world. He leaves a legacy towards the utilisation of Rasch measurement in South Africa and in many other countries on the continent.

In May 2017, International adjudicators evaluated the submissions and the top four South Africans were selected and sent to the GSE committee at the University of Western Australia. The committee selected the winner, Ms Combrinck who is currently studying towards a PhD in the Department of Educational Psychology at the University of Pretoria. Ms Combrinck's thesis is article-based and focuses on solving measurement problems in the social sciences. She is responsible for programme management for research projects and psychometrics

Dr Wendy Carvalho-Malekane's from the Department of Humanities Education was named by the *Mail and Guardian* as one of the 200 top young South African researchers.

Dr Carvalho-Malekane's mother is Spanish but was born and raised in Portugal. Her father is Tswana and a native of Pretoria. She spent her childhood in Zambia and as young girl in South Africa. The title of her thesis is 'Racial identity as narrated by young South African adults with parents from different racial and national heritages'. Dr Carvalho-Malekane was awarded the PhD degree in 2015.

She is one of South Africa's leading young researchers in the field of biracial identity formation. Her work has been lauded by leading scholars in education, including Prof Joyce King (president-elect of the American Educational Research Association), who noted that her study contributed to a better understanding of the issues around identity construction faced by young biracial people, specifically in a race-conscious society such as South Africa.

"I identify myself as biracial and have had my own experiences of negotiating and constructing my biracial identity as a young adult in South Africa," she said. Last year, she was chosen as an inaugural fellow of the Tuks Young Research Leader Programme (TYRLP programme), which aims to grow early career academics at the University of Pretoria, in the areas of thought leadership, team development, engagement and collaboration.

She has also obtained research funds from the university's research development programme to continue research on the topic of the identity development of children with parents from different racial backgrounds in post-apartheid South Africa (with a focus on children seven to 12 years old).

Racial identity scholarship is dominated by North American and European scholars, but Dr Carvalho-Malekane's vision is to change this by contributing to existing literature on racial identity, as



well as through presenting her work at national and international conferences.

"I hope that my current and future research may provide valuable knowledge on how to plan and provide effective preventative interventions and treatment strategies for health practitioners, in order to promote the development of culturally sensitive practice models with multiracial, and multicultural individuals and interracial families within the South African and global context."

With acknowledgement to
Mail & Guardian

Australian professor shares valuable insights about qualitative research

Prof Gary Dowsett, the Deputy Director and Chair of the Australian Research Centre in Sex, Health and Society at La Trobe University in Australia, presented a lecture at the Faculty of Education, mainly to postgraduate students.

The title of Prof Dowsett's presentation was 'Research methods and issues'. At the ensuing discussions groups, Prof Dowsett was assisted by Dr Ekua Yankah, who is an adjunct lecturer in the Centre for Social Research in Health at the University of New South Wales. As a sociologist, Prof Dowsett has been working for a long time in the field of sexuality research. He has been researching the HIV pandemic since 1986 and worked as a consultant and advisor to the World Health Organisation (WHO), the United Nations Development Programme (UNDP) and Joint United Nations Programme on HIV/AIDS (UNAIDS). He is author, co-author or co-editor of six books, more than 80 book chapters and academic papers, and over 90 other publications.



Middle - Prof Gary Dowsett

The postgraduate students attending his lecture and ensuing discussions gained valuable and practical knowledge in qualitative research methods.

B Ed Honours



The Faculty of Education held a BEd Honours Reflection Seminar on 7 March 2017. At the seminar Prof Stephen Coetzee and Ms Astrid Schmulian from the Department of Accounting, in the Faculty of Economic and Management Sciences, made presentations.

Last year Prof Coetzee and Ms Schmulian won the Teaching Excellence Award from the Council on Higher Education (CHE) and the Higher Education Learning and Teaching Association of Southern Africa (HELTASA) for their dedicated work with undergraduate Financial Accounting students, encouraging a more interactive approach with students through team-teaching.

Through the facilitation of Prof Max Braun, Deputy Dean in the Faculty of Education, the staff who attended the seminar, were motivated to use more innovative means to reach and empower their BEd Honours students.



Research Director

from Lisbon visits campus

Prof Maria Eduarda Duarte is a full professor in the Faculty of Psychology at the University of Lisbon in Portugal, where she directs the Master's course in the Psychology of Human Resources, Work, and Organisations. Her professional interests include career psychology theory and research, with special emphasis on issues relevant to adults and the world of work.

Jobs, jobs and jobs are the dividing line in many families between a decent life and a wretched existence. They are, to many, the difference between self-esteem and helplessness. (Nelson Mandela, President's budget debate, Parliament, Cape Town, South Africa, 20 June 1996).

Currently, Prof Duarte is seeking answers to a challenging question: How can career and life-design interventions contribute to ensuring sustainable, decent work?

Answers to this question must be sought by examining the impact of the differences between self-esteem and helplessness, in other words, how does the relative importance of individuals compare with the relative importance of their contexts?

What are counsellors able to do in this regard, and how should they do it?

The answer depends on how counsellors believe they should utilise the anticipation (as a task) of what they need to develop theoretically and apply practically in real-life contexts.

Since the task of defining the appropriate realm of sustainable, decent work must be a multi-disciplinary exercise, a multi-methodological approach must be considered. Examples of how this aim can be achieved were then examined.

The notion of engagement was conceptualised within the human resources practitioner community, and its organisational view is focused on the following outcomes: employees' performance levels, their job satisfaction and retention, and commercial outcomes. In



Right - Prof Maria Eduarda Duarte

the final analysis, in academic and organisational settings, there is still a lack of consensus and clarity about the meaning of the construct and uncertainty still exists about how work (or employment) engagement should be measured or evaluated.

As Research Director of Career Guidance and Development of Human Resources Services, Prof Duarte's publications and presentations include topics related to adults' career problems, testing and assessment, and the counselling process. She has been Chair of the Portuguese Psychological Society since 2005, and she served and still serves on the editorial boards of some Portuguese, European, and Iberia-American journals. As a former director of the National Institute of Guidance (2009-2014), she is currently President of the Counselling Division of the International Association of Applied Psychology (IAAP). She is the 2014 recipient of the IAAP Fellow Award and received the Vocational Designing and Career Counselling (EVAC), award in 2015. Moreover, she has been Portuguese National Defence Adviser since 2006.

Four-day Pathways to Resilience Conference held in Cape Town

Prof Linda Theron from the Department of Educational Psychology and the Centre for the Study of Resilience and Prof Michael Ungar from the Canada Research Chair in Child, Family and Community Resilience and Director of the Resilience Research Centre, Dalhousie University, Canada co-hosted the fourth Pathways to Resilience Conference in Cape Town in June 2017.

Pathways to Resilience IV was the first Pathways conference to be held outside of Halifax, Canada. The conference was attended by 370 delegates, from 54 countries. The theme of Pathways to Resilience IV was on Global South perspectives of resilience. Expanding the resilience discourse first started by the Resilience Research Centre (Dalhousie University, Canada) to the Global South was long overdue, not least because the people of the Global South are so often disproportionately challenged by double and triple jeopardies (e.g., being marginalised and knowing survival-threatening challenges

such as climate change and/or armed conflict and/or structural inequality).

In the face of the apparently intractable challenges to human wellbeing, knowledge of how and why individuals, families and communities adjust well to adversity is unquestionably important. In particular, understanding how positive adjustment aligns with contextual realities and cultural expectations, and how these vary across and within diverse Global North and South contexts, means that health and wellbeing can be meaningfully supported. Ultimately, optimised individual, family and community functioning is the agenda of resilience research.

Undoubtedly in comparing Global South and North accounts of resilience and using subsequent insights to inform meaningful facilitation of resilience, Pathways to Resilience IV advanced this agenda.

DEVELOPMENT Of Professional Course FOR EDUCATIONAL LEADERS

The Department of Education Management and Policy Studies has initiated the development of a continuous online context-specific professional development course for educational leaders at all levels.

Inspired by the policies embodied in the South African Standard for Principalship, and the Five-Year Strategic Plan 2015/16 to 2019/20 of the Department of Basic Education, the development of this course is a collaborative effort by Prof Johan Beckmann and Mr André du Plessis from the Department of Education Management and Policy Studies. Support from abroad is provided by Prof Jukka Alava from the University of Jyväskylä in Finland, and support has also been provided by Enterprises@UP. The course offers a contextually intelligent training programme for educational leaders and aspiring leaders that draws on international and South African expertise and experience in educational leadership and management development. It provides participants with the latest theoretical insights and opportunities for reflecting and designing context-specific home grown solutions to challenges.

The first phase of the development was a comprehensive documentary analysis of the competencies of educational leaders as expressed in the Policy on the South African Standard for Principalship. This was followed by grouping the identified competencies into sub-themes after which the sub-themes were further consolidated into ten modules.

The pedagogical approach of the course provides an option to participants to complete an individual module according to their own individual need(s) or to complete the whole course. Participants are required to access on-line lectures (an average of 18 on-line lectures per module) developed by the University of Jyväskylä, as well as other course material, such as academic articles, PowerPoint presentations, videos and policy documents. Each module culminates in a seminar session which presents participants, with the guidance

of trained facilitators and an opportunity to present their newly acquired knowledge as it relates to their specific personal and professional context.

Peer assessment is done during the seminar sessions, followed by the submission of an assignment which is assessed on-line, culminating in a participant's 'own leadership book'.

The whole course is subsequently submitted for endorsement by the South African Council for Educators (SACE). Such endorsement will enable participants to gain Continuing Professional Teachers Development (CPDT) -points for completion of individual modules as separate short courses, as well as for the completion of all ten modules. A key feature of this course is that it will be accessible anywhere in the country and seminar sessions will be presented nationwide. It is envisaged that the course will be adapted to suit the needs of other countries on the African continent.



Jukka Alava



Prof Johan Beckmann and Mr Andre du Plessis

University of Pretoria significantly improves its world ranking

The University of Pretoria has significantly improved its ranking according to the QS World University Rankings 2018 published today. UP is now among the top 52% of ranked institutions.

The QS World University Rankings rate the top tertiary institutions around the world against several indicators, including academic reputation, employer reputation, the number of citations per faculty, the student-to-faculty ratio, and the number of international faculty

and students.

'The University of Pretoria is committed to world-class research and it is pleasing to see that this focus is paying off with improved rankings, especially when we are compared to top institutions around the world,' said UP Vice-Principal for Research and Postgraduate Education, Prof Stephanie Burton.

UP is now ranked in the 501-550 range, up from the 551-600 ranking last year. 'Considering

there are approximately 26 000 universities globally, this positions the University of Pretoria among the top 1,9% of universities in the world,' the QS body reported.

UP has the second strongest showing for employer reputation in South Africa and was ranked 255th globally on this indicator. UP also improved its rankings in academic reputation and international students, while the ranking for citations per faculty member was maintained at the same level as before.

Perceptual motor skills development

– huge sponsorship through ECE

Ms Anienie Veldsman from the Department of Early Childhood Education has received a sponsorship from a non-profitable organization called Care for Education. Care for Education believes in the upliftment of disadvantaged communities.

Ms Veldsman met the people from Care for Education at a meeting with the Lego foundation which was held at UP and informed them about her research in Daspoort, and Mountain View. The people who are directly involved in the sponsorship are three Grade R and RR teachers from three schools in Mountain View and Daspoort and 550 children in total.

Initially Ms Veldsman only planned to use Grade R teachers as participants for the study. The schools requested her to also involve Grade RR teachers could also participate as they see the importance of the research for the professional development of teachers and for the development of the learners skills. The workshops were held over a period of eight weeks.

An article published by Maroela Media on the sponsorship and work done with Lego, was shared 6000 times over three days. About 1000 people commented on the article and the research. The University received a lot of publicity. Ms Veldsman received about 24 emails from all over the world about the research. Almost no research nationally and internationally could be found where a program focus on the importance of perceptual motor skills for Grade R learners, through a play-based curriculum, which focus on the professional development of teachers.

The essence of education is the ability to read, write, speak and listen well, thereby developing good literacy skills. Several studies confirm that a learner's literacy skills determine the extent to which the learner will master his or her reading literacy. If learners do not have

adequate preparation for reading literacy skills in Grade R, the learner may develop problems with progress at school.

The lack of adequate literacy skills is a global trend. South Africa is also experiencing this problem. The results of the 2011 Annual National Assessment (ANA) show that the average literacy for Grade 3 learners is at 35% and average numeracy skills are at 34% (DvBO, 2011). The results show that minimal improvement has taken place from the year 2000 to date. This was labelled by the Minister of Basic Education as unacceptably low. The poor performance of Grade 3 learners proves that early childhood development programmes have gaps (De Witt, 2009). The findings show that average skill levels of young children are still very weak.

The Department of Basic Education (DoBE), together with several researchers, emphasise that learners should not be exposed to formal literacy too early, but should develop a strong foundation of perceptual and perceptual-motor skills before they are exposed to formal learning. Despite the recommendations of the DoBE, however, there are several schools in Gauteng that start formal training in literacy in Grade R. It is within this frame of reference that I have created a professional development programme, formulated for Grade R educators.

This programme aims to empower teachers through professional development, using a play-based approach to strengthen Grade R learners' perceptual-motor skills. Research worldwide emphasise the importance of a good foundation of perceptual-motor skills before learners are exposed to formal literacy. The programme will focus amongst others on the importance of balance, laterality, midline crossing, coordination and vestibular integration for literacy acquisition.

Lego were used in these activities.



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TOSHIBA GRANT

to assist with teacher professional development



Prof Cycil Hartell, seconded from the Department of Early Childhood Education to the Centre for Japanese Studies, and Prof Miemsie Steyn from the Department of Early Childhood Education, have recently received a grant of R150 000 from the Toshiba International Foundation. The purpose of the grant was to attend the General Assembly of the Africa-Asia Dialogue for Educational Development at the University of Hiroshima in June.

The funding will also be used to conduct joint research and host a seminar and workshop at the University of Pretoria Faculty of Education in March 2018. Seven countries from Africa and Asia are involved in the project. The title of the research project is: 'A comparative analysis of teacher professional development and identity across Asia and Africa'.

This study aims at developing a comparative understanding of the formation of the professional identity of novice teachers teaching in the first three years of schooling (Early Childhood Education) in the context of several Asian (including Japanese) and African universities. In order to gather relevant data, both qualitative and quantitative

approaches entailing three phases are followed.

The first phase (2013-2015) focused on qualitative research on teacher identity within participating countries. The second phase (2015-2016) focused on a qualitative comparative analysis of the professional, political and social contexts of novice teachers in Early Childhood Education. All participants used the same interview schedule in order to ensure a reliable comparative analysis. Workshops were held at Hiroshima University and University Saints Malaysia, Malaysia. The third phase (2016-2018) is a quantitative comparative analysis on Early Childhood Education teacher development and identity in Africa and Asia.

In June 2017 participating universities conducted a workshop at Hiroshima University to continue the discussion of both qualitative and quantitative data analysis and preparing scholarly papers for publication. Participants had to distribute 300 questionnaires to early childhood education teachers in their particular countries to allow for comparative analysis.

GENETICS

- a New View

In May 2017, twenty-four Agricultural Science teachers and three subject advisors from Gauteng and the North West provinces, met at Bekker High School in Magaliesburg for a genetics workshop.

Grade-12 teachers at the school were keen to brush up on their knowledge of the Genetics syllabus content and to learn innovative techniques for teaching this content in resource-poor schools.

As the chickens in the school's farm outside clucked and preened, the teachers manipulated their clay 'chromosomes' on the paper 'cells and nuclei'. Genetic crosses were made and worksheets filled in. The participants enjoyed the hands-on teaching strategies and kept the presenters busy with questions until late on Saturday afternoon. Several requests were made for similar workshops in the districts where the teachers taught.

The presenters were Ms Christa Havenga, Deputy Chief Education Specialist and Provincial Coordinator for Agricultural subjects in Gauteng, and Dr Mia Abrie, module coordinator for Agricultural Sciences Education in the Postgraduate Certificate in Higher Education (PGCE) programme of the UP Faculty of Education.



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Roadshow

In February, from Prof Norman Duncan, Vice Principal and Prof Wendy Kilfoil, Director of Education Innovation, visited the Faculty of Education for a road show on the FLY@UP project.

The presentation was held in the Auditorium at Groenkloof Campus. Prof Duncan introduced the FLY@UP project and informed those present about the priorities and interventions for 2017.

In pursuit of excellence in teaching and learning, reducing time-to-qualification-completion rates through: the further implementation and development of the FLY@UP project (FLY: the Finish line is yours) as well as ensuring the system-wide implementation of UP's hybrid delivery project as lastly using data to enhance student success. Other priorities include extended and enhancing online programme delivery; significantly advancing the scholarship of teaching and learning; introducing the fully-fledged work readiness and entrepreneurship programme. Then adding to that, ensuring that students acquire the graduate attributes prioritised by the University through what and how we teach.

It is also crucial developing and refining faculties' curriculum transformation plans.

The hybrid learning model is characterised by different modes of delivery in combination or separately.

Blended learning involves face-to-face teaching and learning enhanced by appropriate technology to support student engagement outside the contact sessions.



LLITUP Collaboratorium

launched at Groenkloof Campus

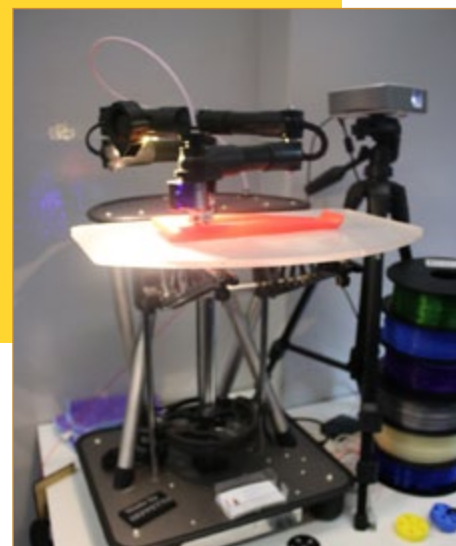
The research space of the Living Lab for Innovative Teaching at the University of Pretoria (the LLITUP Collaboratorium) was recently launched at the University's Groenkloof Campus. The purpose of this facility is to provide a collaborative, interdisciplinary space for educators and researchers to play, experiment, work together and research the application possibilities of different technologies in education.

The Faculty of Education hosted a launching function at which the guests were introduced to the physical space and technologies available at the Collaboratorium, and had the opportunity to gain hands-on experience with the equipment.

The function was attended by Prof Norman Duncan, Vice-Principal: Academic; Prof Chika

Sehoole, Dean of the Faculty of Education; Prof Wendy Kilfoil, Director of Education Innovation; Mr Dolf Jordaan, Deputy Director of Education Innovation (e-Learning and Media Development); Mr Willie Potgieter, representing Information Technology Services; Prof Marlene Herselman, Extraordinary Professor at the Faculty of Education, and attached to the CSIR; colleagues representing each department in the Faculty of Education; Dr Melanie Platz, from the University of Koblenz-Landau in Germany; and representatives of companies in related industries - including Acer, Google and Vastratech.

The Faculty invites educators and researchers to make an appointment to visit the Collaboratorium and encourages them to investigate interdisciplinary collaborative opportunities.



The National Blended Learning Forum (NBLF) initiative developed from investigations into learning technologies at faculty of education in South Africa. The initial research was conducted by the Faculty of Education at Stellenbosch University during 2015.

From this research the need arose to establish a National Blended Learning Forum (NBLF). The aim of the Forum is to create an environment where educators from faculties of education could collaborate, share ideas as well as pursue joint research initiatives on the different aspects of blended learning. The initiative came from Prof Arend Carl and Dr Son-

ja Strydom at the University of Stellenbosch.

The first forum meeting was held in Stellenbosch in April 2016. At this forum it was decided that the NBLF would meet every year at a different university. The 2017 NBLF gathering was held on Thursday 20 April at the University of Pretoria's Faculty of Education Groenkloof Campus. The day was attended by staff from the universities of Pretoria, Stellenbosch, Johannesburg, North-West and Nelson Mandela.

The morning program included presentations from Prof Patrick Bean and Dr Margie

Childs (both representing Blended Learning at Nelson Mandela University); Prof Christo van der Westhuizen. This was followed by a presentation by Dr Jacqueline Batchelor: Blended Learning at the University of Johannesburg; Dr Helena Wessels: Blended Learning in Mathematics Education at Stellenbosch University; Prof Linda van Ryneveld: Blended Learning in an Open Educational Practice from the UP Faculty of Education.

The afternoon program focused on a discussion of collaborative research and funding possibilities among the universities represented.



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Samsung E-learning for 21st century facilitators

The Living Lab for Innovative Teaching Research (LLIT UP) Unit presented their first training session of the Samsung e-Learning for the 21st Century Educator at the Tshwane Leadership and Management Academy in Pretoria this week. Dr Ronel Callaghan and Mr Jody Joubert from the Unit presided at the sessions.

The exclusive training programme, sponsored by Samsung Electronics and facilitated through Enterprises University of Pretoria (Enterprises UP), is presented as a hybrid short course – three days face-to-face training followed by two months' online collaborative learning activities – and will be attended by 55 educators from across all provinces of South Africa.

Aimed at equipping educators with tools and techniques to effectively apply the use of smart technology in their classrooms, the programme ignites a catalytic experience that will transform these educators into drivers of technological change in the country and beyond.

'Following an infrastructure and connectivity audit held between 2011 and 2016, which recommended improving local infrastructure to connect schools with the internet, Samsung Electronics donated 30 Smart Schools across South Africa,' explains Ms Helen Mashilwane, Samsung Electronics Marketing Manager. 'As a result, the lives of more than 50 000 learners and educators have been transformed across the country.'

The Smart School is an integrated platform that helps educators to develop an interactive learning environment with its students. In order to assist educators with this critical role, the University of Pretoria's Department of Science, Mathematics and Technology Education, and EnterprisesUP have developed an applied e-learning training programme. 'The programme was designed and is presented within the Living Lab for Innovative Teaching at UP (LLITUP) and incorporates the current developments in mobile teaching for 21st century educators within the Samsung School environment,' adds course leader, Dr Ronel Callaghan.

Samsung Smart Schools uses advanced technology to create better learning environments and aid in the development of smarter and more creative individuals. 'I hope that all educators have a wonderful time during the sessions this week,' says Mr Sung Yoon, Samsung Electronics South and Southern Africa President and Managing Director. 'Technology is about embracing problems and finding effective and clean ways to fixing them. Together with the educators, we at Samsung are committed to effective smart e-learning which fuels opportunity and growth. I wish them well,' he says.

The Samsung e-Learning for the 21st Century Educator training programme will run until the end of August 2017 when the delegates who successfully complete the programme will be presented with certificates by the University of Pretoria. Plans are also underway to celebrate the educators' achievements and, in due course, details will be announced with regard to a graduation and an awards ceremony. Samsung Electronics, in partnership with Enterprises UP, looks forward to the further roll-out of this brand new e-learning experience, connecting educators and students to infinite learning possibilities.

OPEN DAY

at the Faculty of Education

On Saturday, 20 May 2017, the University of Pretoria held an open day for high school learners from Grades 9 to 12, and their families. This event presented an ideal opportunity for learners and their parents or guardians to explore the wide range of study options available at the University. The UP Open Day gives learners and their parents the chance to find out exactly what certain fields of study entail.

The Faculty of Education was only one of two faculties that presented an open day at their campuses. Parents and learners could speak directly to the faculties about their chosen study fields, listen to an address by the Vice-Chancellor and Principal, Prof Cheryl de la Rey, and attend sessions held by the faculties. Learners who had been provisionally admitted to UP could visit the residences and meet the house committees, find out about UP's Achievement Awards, experience the beautiful campus and find out more about the academic support programmes available.

The Department of Enrolment and Student Administration could help learners check their admission status, learners could pay their initial fees and those who had already been provisionally admitted were able to hand in their enrolment contracts.

The Faculty of Education received about 500 learners to view the campus and talk to the academic staff and other support services.

Prof Chika Sehoole said in his speech to potential students and their parents: 'There are over 24 000 universities in the world and the University of Pretoria is ranked among the top 550. This Faculty of Education is ranked

in the top 250 in the world, the first in South Africa and the top on the African continent.

'We offer the best and most competitive training in the country where our students in the intermediate, senior and FET phase do the same courses as those who specialise in sciences, commerce, humanities and engineering. This gives them career options to pursue their further training in those faculties at Honours, Master's and PhD level, or specialisation in Education.

'We pride ourselves on giving our students a good content and knowledge base in their subject specialisations, combined with critical thinking skills, offering face-to-face contact which is supplemented by the use of technology in their training. This helps them to acquire the modern 21st century skills that are sought after in the work place, and will equip them to respond to the rapidly changing teaching environment in schools.

'Because of the reputation for quality training which we offer, 85% of our students receive government bursaries and loans in the form of the Fundza Lushaka bursary which is offered on merit to studies who train in areas of critical scarce skills (languages, sciences, commerce). The second financial aid scheme is the National Student Financial Aid Scheme (NSFAS) which is a loan scheme to support poor but academically good students.

'We employ the staff in our Faculty who are nationally and internationally recognised for their research and teaching abilities and outputs. Seventy-three percent of our staff members have PhDs and 23% have been rated by the National Research Foundation as

established and leading researchers in their fields.

'Our students are the most sought after in the work place because of the quality training they have received. Ninety percent of our students are employed within the first three months of graduating, the majority of whom secure employment before they complete their studies.

'Our training prepares our students to work in diverse South Africa working environments. As a Faculty, we have adopted multilingual policy which in addition to English tuition, allows and prepares students to learn and teach in Afrikaans, Sepedi, Setswana, Isi Ndebele and IsiZulu.

'We provide a secure learning environment for our students. During last year's protests, the University of Pretoria was one of the safest in the country, even though the media did not cover that.

'My vision for the Faculty of Education is to make it the Faculty of Choice — a place where all staff and students can fulfil their career aspirations. Students entering study at any level will therefore find a competitive but supportive environment in which every student is taken seriously and competently prepared to excel as a professional in any part of the world.'





International Performance Indicators in Primary Schools in the Western Cape

The Centre for Evaluation and Assessment (CEA) at the University of Pretoria, in collaboration with the Centre for Evaluation and Monitoring (CEM) at Durham University in England, hosted a series of feedback meetings and workshops for the International Performance Indicators in Primary Schools Western Cape Project funded by the Nuffield Foundation. The meetings were held at the Provincial headquarters of the Western Cape Education Department, while the workshops were held at the Cape Teaching and Learning Institute in Kuilsriver in the Western Cape Province in March 2017.

The International Performance Indicators in Primary Schools (IPIPS) Baseline Assessment System is a unique international monitoring system which offers research-based data on children's social and cognitive development as they start school (Grade 1) and on their progress during their first year, providing accurate benchmarks for learning across countries. The project was being implemented in South Africa's Western Cape Province from 2015 – 2017 as well as in other countries, such as China and Russia. The project utilises an assessment that was developed by the Centre for Evaluation and Monitoring (CEM) at the University of Durham in England to monitor learner development. The Nuffield Foundation in England is funding the project and the Centre for Evaluation and Assessment (CEA) at the University of Pretoria is working with CEM to implement the assessments in South Africa.

A random sample of 113 schools and almost 3 000 Grade 1 learners in three districts, across three languages, namely Afrikaans, English and IsiXhosa participated in a study entitled 'Establishing a baseline of children starting school and monitoring progress in the first year in primary schools of the Western Cape, South Africa'. The schools received reports to provide them with feedback of the results of their

learners. These results gave an indication of where learners in each school were in terms of their development in relation to the subject areas covered by the assessment.

In the workshop sessions, Professor Howie introduced the study and its survey design and the team. Prof Christine Merrell explained the IPIPS assessment and its origin. Prof Peter Tymms focused on the main research findings and the progress made by Grade 1 learners from the Western Cape. Ms Celeste Combrinck presented the interpretation of the reports handed over to principals and teachers, supported by Mrs Karen Roux and Mr Gabriel Mokoena who also supported the processes for the workshops. Apart from the workshops, both the CEA and CEM engaged the Western Cape Education Department executive officials, as well as the district officials on the contents of the research findings.



From left: Ms Celeste Combrinck, Mrs Karen Roux, Prof. Sarah Howie (co-investigator), Mr Gabriel Mokoena of the CEA, University of Pretoria; Prof. Christine Merrell (co-investigator) and Prof. Peter Tymms (principal investigator) of CEM, University of Durham

OPENING OF A NEW SPACE

Centre for the Study of Resilience

The Centre for the Study of Resilience (CSR), in the Faculty of Education at the University of Pretoria, officially opened their new space on Tuesday, 24 January 2017, with a high-tea celebration. The Centre (formally established in 2015) has found its new home on the top floor of the Student Centre Building on the Groenkloof Campus.

The CSR functions at a trans-disciplinary level, collaborating with multiple partners to build evidence-based knowledge on innovative adaptations, given chronic and cumulative adversity in the context of the global-south, postcolonial and emerging economy with structural disparity challenges. The CSR also contributes to education research by building multidisciplinary knowledge on positive learning outcomes in high-adversity school

settings .

The new space was designed by University of Pretoria Campus Architect, Ms Ané Genis, with Ms Yzelle van den Berg as project manager and Ms Mari Dreyer overseeing the interior furnishing.

The event was attended by several staff members, including Prof Susan Adendorff, Director of Facilities Management, and Mr Nicolaas Bester, Deputy Director of Planning and Administration.

Following a welcoming address by Prof Liesel Ebersöhn, Director of the CSR, the space was officially opened by the Dean of the Faculty of Education, Prof Chika Sehoole, who affirmed the Faculty's commitment to trans-

disciplinary research, as required by the CSR's research mandate. Prof Salomé Human-Vogel, acting head of the Department of Educational Psychology, commented that the time was ripe for scholarship on resilience. Besides providing a space for academic and administrative staff connected to resilience research, the CSR space also provides a home for postgraduate students and visiting professors building knowledge in this field. Furthermore, it serves as a physical domain in which to store resilience datasets, to which digital object identifiers are being assigned in order to facilitate further research. Other entities housed within the CSR space include the secretariat of the World Education Research Association, the South African Journal of Education, and the Ethics Office of the Faculty of Education.



DIALOGUE

Resilience Research On Campus

The Centre for the Study of Resilience (CSR) at the Faculty of Education hosted the 6th Dialogue and Ideas Lab on 'Building resilience in challenged contexts'. This event took place at the Groenkloof Campus on 22 June 2017.

The two focal areas were: 'Conceptual issues in resilience research in challenged contexts' and 'Methodological issues in resilience research in challenged contexts'. Dr Christine Wekerle (Offord Centre for Child Studies, McMaster University in Canada) spoke on the subject of gender and resilience research, as well as novel approaches to resilience research relevance.

Dr Angie Hart (Child, Family and Community Health in the School of Health Sciences, University of Brighton in the UK) presented a paper



on 'Resilience approaches for the school context: Conceptual issues', and was joined by Shahnaz Biggs who spoke on 'Co-productive methodology in resilience research'. Participants in discussions at the sessions were Prof Vanessa Scherman (Department of Educational Psychology, UNISA) and Prof Pierre Brouard (Centre for Sexualities, AIDS and Gender, University of Pretoria).

Persons attending the Dialogue included representatives from academic institutions (University of Pretoria, the University of the Witwatersrand and the Central University of Technology), government representatives (CSIR Meraka Institute, Gauteng Department of Education and the Department of Basic Education) and a non-profit organisation (Regional Psychosocial Support Initiative - REPSSI).



Quality Talk meeting held

Quality Talk South Africa (QTSA) is planning a meeting for 2017 on data collection and data analysis in a rural school in rural Mpumalanga. The planned data collection includes: classroom observations, interviews, and teacher professional development.

The members of the team are Prof Liesel Ebersöhn, Prof Karen Murphy, Dr Carla Firetto and Dr Funke Omidire.

The PhD students on the team are Ms Marisa Leask, Ms Sheila Sefhedi and Ms Sipikelelo Chigodorati; and the BEd Hons students on the team are Ms Monique Meyer, Mikayla McDonald, Meryke Mouton and Crystal Momberg.



Department of Early Childhood Education - community outreach function

As part of its' ongoing programme, the Department of Early Childhood Education amongst other activities focuses on methodologies of learning support (JMD 351) and Scholarship of Teaching and Learning Project (SOTL).

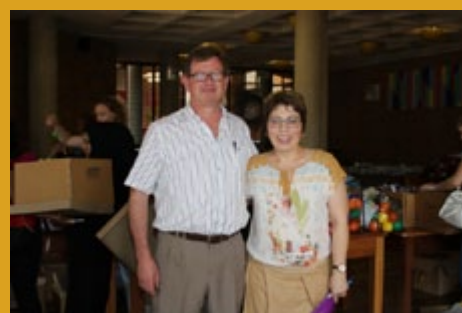
The aim of this module is to train student teachers to assess school readiness in children. Children whose perceptual and motor skills are not developed struggle in their academic journey and sometimes drop out of school as a result. The students attend theory classes once a week – in these classes they are trained on the methods and assessment process to evaluate learners. After working on the theory, students get the opportunity of practising their skills in mid-city schools in the "Work Integrated Learning (WIL)" programme in a real-world environment.

gramme in a real-world environment.

A significant part of the method revolves around the use of various assessment and learning support aids – these aids assist the teacher in not only evaluating the learners, but also in strengthening the perceptual and motor skills of the learners. The students are taught to make these resources themselves, but as part of the University's Department of Community Engagement outreach, some of the resources are sponsored or manufactured by the communities. In order to thank these community members for their kind and appreciated support, the Department arranged a function where representatives of the community sponsors were able to hand over the learning support aids they made to the students. The students were

also able to express their gratitude for the help they received. The function is also part of the process of instilling a sense of community into our students, and to show them that they always serve a group larger than just the schools where they will be deployed.

The function itself was well attended and the vice-dean of the Faculty of Education and a number of dignitaries such as Prof Ina Joubert, Head of Department addressed the students and community members. Afterwards refreshments were served and the students were able to present the community members with small gifts as tokens of their appreciation. The community engagement and the function were all parts of living the Department of Early Childhood Education's motto of "Sharing is Caring".



Educational Psychology create a life for many



Prof Salome Human-Vogel, Head of the Department of Educational Psychology, together with Dr Ruth Mampane, Dr Maximus Sefotho and students in the same Department, became involved in a project at Diepsloot to create a change in so many needy people's lives.

Shumbashaba is a Community Trust created by volunteers who are concerned about the children in the Diepsloot area. Some time ago, a group of MEd Educational Psychology students visited the area. They did work at the Arsenal Developmental Club. Diepsloot is a neighbouring township on the northern outskirts of Johannesburg, home to some 85 000 people in an area of 5 km where unemployment, poverty and crime are rampant. Housing consists of informal housing and shacks.

Ngwako Sizwe Ramoselana created a non-governmental organisation to help the children in Diepsloot. He has been working there with sports activities and school skills

development programmes. Through these skills development programmes, our MEd students worked in Diepsloot to create new opportunities for the children. Many were sceptical but most were very thankful and satisfied.

One of the opportunities Dr Maximus Sefotho created was to invite the group involved to visit the Faculty of Education on Open Day, to see what it is like at a university campus. One of the parents who came to our campus that day said he had never in his life before been in a lecture theatre. In fact many of the learners who came to our campus 'had never left Diepsloot' before. They appreciated every moment of the visit to the Groenkloof Campus.

The students involved in the Supportive Learning and Environment programme are part of the OPV 222 module. They visited the learners once a year for two years.

One of the activities at Diepsloot is the

Shumbashaba Community Trust — the Horses Helping People programme. The opportunities that have been created by Ngwako Sizwe Ramoselana, by the Diepsloot Shumbashaba Community Trust and by staff and students at the Faculty of Education have opened many doors to many.

The therapy with horses has given them much to reflect on and to communicate about. The interaction with horses and in the field gives them a chance to learn about themselves. The not-for-profit community organisation focuses on how horses can positively affect people and help to change their lives for the better.

'Although most of the people in Diepsloot have a lot of disability, poverty and crime, their conditions have made them more resilient and resistant against high risk. The children are so hopeful', said Prof Salome Human-Vogel.



Dean's Seminar Series presented at Education Faculty

The Dean of the Faculty of Education, Prof Chika Sehoole, presented the first of a Dean's Seminar Series at the Faculty of Education's Groenkloof Campus.

The theme of the seminar was 'Access and equity challenges of Higher Education in the 21st century'

Prof Rajani Naidoo from the International Centre for Higher Education at Bath University in the United Kingdom, spoke on 'Equity in a fractured world'. Prof Melanie Walker from the University of the Free State focused 'Perspectives on access in South Africa'.

Dr Vincent Carpentier from the Centre for Global Higher Education at the Institute of Education at the University College London in the United Kingdom; Dr Yann Lebeau from the School of Education and Lifelong Learning at the University of East Anglia in the United Kingdom and Prof Jussi Välimaa from the Finnish Institute for Educational Research at the University of Jyväskylä in Finland gave their view in a collaborative presentation. They addressed the issue of 'International perspectives on equality of higher education opportunities: models and strategies for accessibility, availability and attainability'.

Prof Everard Weber, Head of the Department of Education Management and Policy Studies act as respondent.

The seminar was attended by Deans and Deputy Deans of the University of Pretoria and UNISA; Directors at UP; representatives from the Council on Higher Education and the South Africa Qualifications Authority; school principals; staff of the Faculty of Education as well as postgraduate and undergraduate students in the Faculty of Education and several other guests who all showed interest in 'Access and equity challenges of Higher Education in the 21st Century'.



Provost of Fordham University visits campus

Dr Stephen Freedman, the Provost of Fordham University in New York City, and Ms Ellen Fahey-Smith, the Assistant Vice President and Chief of Staff in the Office of the Provost at Fordham University, recently visited Prof Chika Sehoole, Dean of the Faculty of Education (left).

Fordham University is a private, independent research university in New York City, founded by the Catholic Diocese of New York in 1841. It is the oldest Catholic institution of higher education in the north-eastern United States.



Chemistry Paper Presented by Dr Kagadi Mathabate

Dr Kagadi Mathabate from the Department of Science, Mathematics and Technology Education presented a short paper in April at the international 253rd American Chemical Society conference at San Francisco, USA.

The paper she presented included findings emanating from my PhD which was conferred in May this year. The work highlighted insights on the teaching strategies that could be used to stimulate the carrying out of chemistry practical experiments with understanding as well as a methodology for studying metacognitive activity during the collaborative planning of chemistry experiments by senior undergraduate chemistry students.



PROF KOBUS MAREE in Poland

Prof Kobus Maree, from the Department of Educational Psychology, delivered a paper at the 3rd Interdisciplinary Scientific Conference on Mathematical Transgressions in June in Cracow, Poland.

Prof Maree delivered the keynote address with 'Revitalising learning facilitation in Mathematics to promote learners' achievement and understanding and help them find sustainable, decent work'.

The changing social arrangement of work presents a challenge not only to workers, but also to Mathematics and career counselling theorists, researchers, scholars, and practitioners. Changes in the occupational world (brought about by technological advances and the need to disseminate information across the globe faster and more efficiently) are alienating workers and leaving them insecure and uncertain. Many workers are traumatised by this struggle, and struggle to adapt to

the extent that they feel that work and life have little meaning and purpose. Given the value of Mathematics as the most important 'gateway subject', re-planning and re-designing learning facilitation in this subject are essential to bolster learner attainment in Mathematics and promote learners' chance to adapt, to find sustainable, decent work, and to design successful lives.

The professions of Mathematics and career counselling are obliged to come up with an innovative response to current challenges. A shift in emphasis is needed from trying to identify ways to 'improve' the teaching of and achievement in Mathematics, to rethinking existing theories and practice, and disrupting obsolete theories and practices. An innovative, visionary approach is needed to enable the field of teaching and learning in Mathematics to re-invent itself and remain relevant in today's world of work.



Caption

Professor makes TWO PRESENTATIONS in TURKEY

Prof Kobus Maree from the Department of Educational Psychology presented two papers at the 8th World Conference on Psychology, Counselling and Guidance. The conference took place in April 2017 in Lara, Turkey.

The title of his presentation was 'Ugly duckling or beautiful swan? Reflections on a classic framework for "change" counselling'.

The paper discusses far-reaching work-related changes that have taken place globally over the past few decades and explains how these changes have influenced the world of work and workers. It highlights the situation of people living in developing countries in particular, including how (career) counselling theory and intervention are still predominantly characterised by a predominantly 'positivist' (quantitative, 'test-and-tell') approach. This approach is largely based on Western principles that do not cater adequately for the unique needs and nature of other cultures.

A counselling for change model for developing country contexts that offers hope is proposed. He then discusses the theoretical and conceptual framework for life design counselling and its potential for promoting 'change counselling', advancing career adaptability and resilience, employability, and accessing sustainable, decent work. He discusses two research projects (work-in-progress) and examines how career choice making, career adaptability, (career) resilience, and a sense of self-improvement and (narrative) identity (formation) can be promoted and used to help people become employable and gain access to decent work.

The paper comes to the conclusion that exhibiting 'change' orientation, innovativeness and the ability to generate ideas continually, reinvent 'outdated' ideas, and deal with 'stuckness' represent the Beautiful Swan that can help people overcome obstacles in their career-lives. Ultimately, this approach advances Goal 8 of the UN Agenda, namely: 'Promote sustained, inclusive, and sustainable economic growth, full and productive employment and decent work for all.'

At the same conference, Prof Maree presented a workshop on 'Getting published in high impact scholarly journals: Why and how?'

The aim of this workshop was to assist participants on their exciting journey towards getting published in high-impact scholarly journals. Participants attending this workshop were encouraged to ask themselves why they wished to publish (e.g. recognition, pushing the boundaries of knowledge, testing the water or challenging certain conventions).

They would be guided briefly through the steps in preparing manuscripts for submission, including the basic steps in writing scholarly articles, establishing a group of critical readers, testing drafts in other



Prof Kobus Maree

forums (for example, conferences and seminars), submitting manuscripts to language editors, studying and adhering to journals' author guidelines, contacting the editor, and responding to reviewer feedback.

Expected outcomes: By the end of the workshop, participants should be able to clarify their own reasons for engaging in academic writing and publication; recognise and resolve issues that influence their scholarly writing negatively; advance their article writing skills; grasp the ethics in article writing; understand how to deal with feedback (and why manuscripts get rejected) and publish at least one article in a high-impact journal within 12 months of the workshop.

Prof Maree also addressed some common queries, mistakes and anxieties that plague authors (early career professionals in particular), and provided a forum for participants to seek advice, either in general terms, or on their specific works and intended publications.

It is envisaged that this will be an interactive process filled with hands-on writing experiences and lively discussion of the challenges in scholarly writing.

Prof Evans visits BELGIUM

Prof Rinelle Evans, from the Department of Humanities Education, was invited to the University of Antwerp in Belgium by the Research Unit for Applied Language Studies to participate in teaching their Master's programme in English.

Students enrolled for this programme study through the medium of English and are exposed to a range of cross-cultural and sociolinguistic issues in an attempt to raise awareness with regard to multilingualism while participating in the exchange of international perspectives. She was also involved with the doctoral cohort that met each week.

The invitation followed after Prof Kris van de Poel — the recipient of several international awards for her work in applied linguistics and curriculum and syllabus design — had heard a presentation on Classroom English by Prof Evans at a South African conference in 2015. She had noticed similarities with one of her projects; both projects aimed at equipping the target group with the appropriate English and effective communication skills relevant to their working environment. In both cases, the workers and teachers are generally not mother tongue speakers of English, yet are required to operate in circumstances which require high levels of proficiency in this language. Both environments work with people who have particular needs, and emotions are integral to the interaction. Incorrect diagnosis or incorrect concept-



Caption

formation can have dire, long-term consequences.

Prof Evans engaged with colleagues from centres responsible for the placement of student teachers and those involved with the professional development of in-service teachers. She was also able to visit three schools; two in Belgium and one in the Netherlands where she witnessed multilingual classes being taught in Dutch. She also gave a public lecture on the challenges faced by South African teachers in the multilingual classroom. This topic has become an international agenda item as language debates rage across the globe and the dynamics of classrooms change considerably as globalisation and refugee-related migration increase.

TWO UP ALUMNI

granted prestigious Fulbright awards

As a Faculty, we are extremely proud of two of our students, Dr. Mmabaledi Kefilwe Seeletso and Dr Nhlanhla Mpofu, who recently graduated with their PhDs and have now won universally coveted Fulbright awards.

Dr Seeletso has been awarded the internationally highly esteemed Fulbright Scholarship for the 2017/8 academic year and will be leaving for the United States in August for a six-month stint. Dr Mpofu has been appointed as a Fulbright Foreign Language Teaching Assistant (FLTA) at the University of Wisconsin-Madison where she will spend nine months involved in teaching a conversational course, as well as developing material for Zulu Conversational Language courses for graduate students.

The FLTA programme is designed for early-career English professionals at both school and university level. The main aim of this exchange is to promote cross-cultural understanding between the US and the visiting academic's home country. In meeting this objective, the Fulbright fellow is mentored and helped to refine her English Language teaching skills while also interacting with native English-speakers on campus.

Dr Seeletso's submitted a proposal related to programme and curriculum development and aims to further develop the delivery

and support of the programmes she coordinates at her institution, Botswana College of Distance and Open Learning (BOCODOL). The programmes are all offered online and supported using appropriate technology.

The intention of her project is to investigate how institutions in the US develop their curriculum, deliver their content as well as how they implement their technology-mediated learning support strategies. She hopes that the interaction with American institutions will help those in her home country appreciate best practices in open and distance learning at higher-education levels. The scholarship opportunity is especially designed for scholars who have not had access to new publications and current research developments on teaching and learning in their disciplines, and who want to update their knowledge and skills to improve instruction in their home country.

Dr Seeletso's proposal was accepted by both her home country-based selection team and the J William Fulbright Foreign Scholarship Board, without going through the interview panel as her proposal was reportedly very well-written, a skill she attained from her doctoral studies supervisor, Prof Rinelle Evans, to whom, she dedicates this scholarship

MESSAGE OF HOPE

at conference in Valencia

Prof Jan Nieuwenhuis, Head of the Department of Humanities Education, delivered a paper at the Inter-conference on Educational Innovation and Research in Valencia (ICEIR).

Prof Nieuwenhuis delivered a paper on 'Pedagogy of hope as an element in building the bricolage of building rural communities'. It was an autoethnographic presentation. In the midst of difficult conditions, people can always rely on hope. Prof Nieuwenhuis is also part of an international discussion group called 'Pedagogy of discernment'.

Hope is one of those words that we often use, but seldom define. We often use hope in a tentative and tenuous manner: 'I hope I will pass the test', 'I hope it will rain tomorrow,' 'I hope we will have a nice dinner'. But authentic hope is more than a dream – more than a soap bubble that vaporises into thin air. That is why it is so important that when we talk of hope in education that we are clear on its meaning. This paper on hope is based on an autoethnographically grounded study conducted over a period of 30 years. As a method, autoethnography combines characteristics of autobiography and ethnography.

When writing an autobiography, an author retroactively and selectively writes about past experiences and assembles these experiences using hindsight. In this paper, I argue that grounded theory and autoethnography are highly compatible, as autoethnographic studies can provide the thick description that provides very useful data for grounded theory analysis. I will use autoethnography combined with grounded theory to present a number of vignettes based on my research done over many years to interrogate the possibility of using 'pedagogy of hope' as a possible element in the bricolage of building and rebuilding rural communities. In this process, I will analyse the ideas of Paulo Freire, 'bell hooks' (Gloria Jean Watkins), Gabriel Marcel, Carabazo and other philosophers/educationalists in search of a possible understanding of hope that could guide and direct educators working in disadvantaged, impoverished and under-resourced communities in building and rebuilding the education of their communities.

Creating an understanding of hope in a despondent environment must be seen against the ideas of Levinas about useless suffering and Marcel's ideas of despair, only then can we create authentic hope. Suffering provides us with an opening to what Levinas calls the interpersonal and Marcel the inter-subjective, i.e. the ethical demand of the other, or the interdependency of humans. From this perspective hope is communal and resonates with the



ideals of Ubuntu. The theoretical analysis is pitted against an own autoethnographic analysis to formulate grounded theory- based principles that provide a way of seeing hope as an element in the bricolage of building sustainable rural communities. It is postulated that hope is pedagogical only when it has been born and has grown in the fertile ground of this inter-human and interpersonal relationship. In conclusion, Nieuwenhuis postulate six fundamental criteria for pedagogical hope.

"I am a journeyman in education — at least I think I should be after spending more than forty years in the profession as teacher, researcher and scholar. I have seen educators teaching under trees and learners sitting in the open veld under the hot African sun; I have seen schools destroyed by rain, tornados, fire and through vandalism; I have visited mud-built schools, mobile tented classrooms, dilapidated structures that are a risk to the learners venturing inside; I have seen children picking the leaves of thorn bushes when there is no food, small children queuing for a plate of porridge that will be their only meal for the day. These images are often associated with despair and despondency that is so typical of so many of the rural schools in Southern Africa. They are the schools that often perform the poorest on national assessment tests and produce the highest percentage of grade-12 learners failing the grade", Prof Nieuwenhuis said.

This is the rural learning ecology on which his presentation was based. It is in this environment that we are searching for the means to enable rural people to take control of their destiny, thereby dealing effectively with rural poverty through the optimal use and management of natural resources. Amidst the hopelessness and despondency that often typify rural communities. 'I want to argue that the key to the creation of sustainable rural communities is already present, but needs to be rediscovered and reinvented. What I have seen in many of these communities and what I will present in this paper is pedagogy of hope', said Prof Nieuwenhuis.

Keynote address in Malta - Plagiarism balance discussed

Prof Jan Nieuwenhuis presented a paper on 'Balance of probability' at the International Journal of Arts and Sciences (IJAS) Conference in Malta in March, where he put plagiarism in the spotlight. In his presentation he argued as follows:

'In recent times, universities across the globe saw an increase in the incidence of plagiarism, a reprehensible offense that threatens the integrity of universities. Plagiarism lies on a continuum between original student work and the blatant stealing of others' work and ideas.

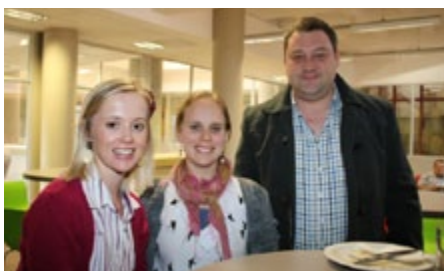
'Because of the variegated nature of plagiarism, it has become a grey area for both students and lecturers. For universities to be able to act against students committing plagiarism a clear standard of proof is required. Because the methods used by a minority of students for cheating are becoming increasingly sophisticated, identifying work that has been plagiarised has become more difficult, even in an assignment which shows a remarkable similarity to another, or when the marker surmises that passages are not the student's

own work. Any allegation of plagiarism is one of dishonesty, and any action taken against the student is possible only if the correct standard of proof is applied. In criminal law, the standard of proof is 'beyond reasonable doubt', but could this be applied in a university context? In this presentation I will argue that the standard of proof 'beyond reasonable doubt' is inadequate in academia, and that a stricter standard is required that will support the formative nature of university education.'

Prof Nieuwenhuis argued that the common/civil law standard of a 'preponderance of evidence' should be used where the standard is based on a proof by 'clear and convincing evidence'. If this standard is used, the question arises as to the appropriate sanction to be imposed. Sanctions imposed on the student/s if found guilty of plagiarism could range from requiring the student/s to rewrite the work, to the allocation of a zero mark or a verbal warning. In more severe cases a formal letter of warning could be issued or a period of suspension (anything between one week and one year), could be imposed.

'Suspension or failure of the module/s concerned is a severe punishment, especially in cases where students or their parents are responsible for paying tuition fees. Where education has social, personal, cultural and economic objectives and values, the consequence/s of the sanction must be pitted against the generally accepted legal principle that education is a right rather than a privilege. This is not only a legal issue, but indeed also a moral issue as universities have a moral responsibility towards the education of students.

'Plagiarism is defined as the act of copy work from another source or presenting work of another source as your own without proper acknowledgement of the source. The continuum between genuinely original student work and plagiarism could include elements of proofreading, editing and ghostwriting and even translation between languages. Where the borderline lies between acceptable practice and plagiarism is therefore a grey area for both students and lecturers.'



FOCUS on Discourse Analysis

'Language is connected with other elements of social life, so that social analysis and research always have to take account of language', said Dr Louise Vincent from Rhodes University, who delivered a seminar in the Postgraduate Research Commons in June 2017.

Dr Vincent said that she has always maintained that one productive way of doing social research is through a focus on language, using some form of discourse analysis. This does not mean reducing social life to language — saying everything is discourse. Rather, it is one analytical strategy amongst many and it often makes sense to use discourse analysis in conjunction with other forms of analysis.

Speeches, diaries, advertisements, architecture, pamphlets, magazines and inscription on tombstone, newspaper articles are all forms of text in which we might find embedded 'discourses' that we wish to study.

A large number of staff members attended her presentation.

Resilient Youth in Stress Environments: The RYSE project

To better understand how oil and gas production and climate change impact the social, economic and environmental systems that affect young people's mental health and overall wellbeing, the five-year CIHR-funded Resilient Youth in Stressed Environments (RYSE) research project will study the resilience of young people in Canada and South Africa. RYSE is a collaborative research project coordinated by Prof. Michael Ungar (Resilience Research Centre, Dalhousie University) and Prof. Linda Theron from the Faculty of Education along with strong support from South African and Canadian colleagues from diverse disciplinary backgrounds, including social science, public health, and environmental science. Each site will have an inter-sectoral team comprising youth, community, industry, government and academic partners.

Drayton Valley, Alberta, Canada, is a community of approximately 7,000 people southwest of Edmonton that relies economically on oil and gas extraction/production and is affected by boom and bust cycles and changes to the social and physical environments related to those industries. Cambridge Bay, Nunavut, Canada, is the largest community in the region with a population of approximately 1,700. It is facing dramatic changes in climate (ice melt in the Arctic) affecting the social and physical environment.

Secunda, Mpumalanga Province, South Africa is home to almost 40,000 people and houses petrochemical industries. It is a key operating hub for Sasol, South Africa's largest energy producer. It has been severely affected by drought. Therefore, both oil and gas production and climate change are active stressors on young people's lives. RYSE will be particularly active in one of the most resource-constrained communities in Secunda, namely the township of Embalenhle.

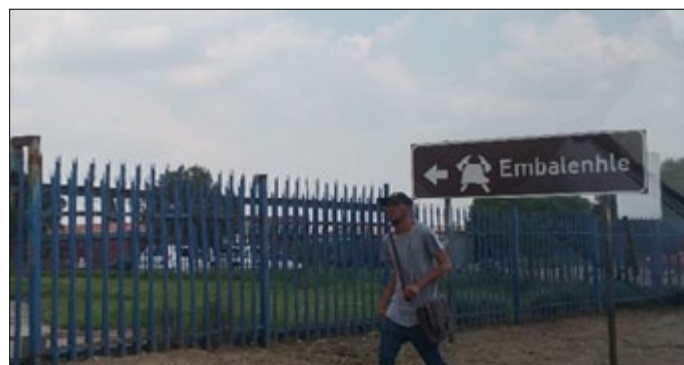


Figure 1, Embalenhle is the research site of RYSE, SA



Figure 2 RYSE meeting, Secunda, 30 June 2017
Front row: Mosna Khaile (Project manager, UP); Simphiwe Zulu (Embalenhle Youth Committee); Lwande Mthunzini (Embalenhle Youth Committee); Tiisetso Makhafola (Embalenhle Youth Committee) Back row: Rozh  Bloemendal (Educational psychology masters student, UP); Isaac Thubane (National Youth Development Agency); Reanetse Matlale (Educational psychology masters student, UP); Salomi Morkel (Educational psychology masters student, UP); Wilma Pretorius (Educational psychology masters student, UP); Dr Alfred du Plessis (Department of Educational Psychology, UP); Prof Linda Theron (Department of Educational Psychology & Center for the Study of Resilience, UP) Richard Ngoma (Khulisa Social Solutions)

Dr Henkes brings new ideas from Netherlands

On 28 June 2017, Dr Barbara Henkes from the University of Groningen in Nederland delivered as address at a seminar at Groenkloof Campus. Dr Henkes spoke about Narratives of Hope: Possibilities and limitations of transnational historywriting connecting South Africa and the Netherlands'.

The seminar took place at the Postgraduate Research Commons at Groenkloof Campus.

Dr Henkes set out to explore the cultural and political transfers between the Netherlands and South Africa based on my last publication ,*Maar we wisten ons door de Heer geroepen. Kerk en apartheid in transnasionaal perspectief (Hilversum: Verloren, 2017)('We knew, however, that we were called by the Lord. Church and apartheid in transnational perspective).

Dutch migrants coming to 20th century South Africa entered a society



that was thoroughly divided along colour lines. They often joined a local white church, or they founded, backed by fellow believers in the Netherlands, one themselves. Going into the opposite direction South African students and vicars of all races, from the 1970s onward, came to the Netherlands to study theology and exchange ideas and experiences.

Dutch missionaries during this time also worked among black South Africans. There was thus a lively exchange of people and ideas between

Stimulating visit to EARLY CHILDHOOD CARE CENTRES at Alberta

In March 2017, Prof Larry Prochner of Alberta University in Canada, hosted Prof Ina Joubert, Head of the Department of Early Childhood Education, and Dr Keshni Bipath from the same Department at UP.

They visited the Early Childhood Education Teaching Facility at the University of Alberta. Watching the dynamics of teaching and learning at a centre right on the university grounds was an absorbing experience, and they imagined transforming one or two of our classrooms at Tukies into an early care centre where good practice could be imparted to their student teachers.

They also shared experiences from South Africa with staff and senior students at Alberta University regarding the new policy on the minimum requirements for the teacher programme presented by the Department of Elementary Education. PhD as well as Master's students attended our talks and they were intrigued to hear that South Africa has finally become serious about investing in Early Years Education.

The rest of the week consisted of tours of the Child Study Centre at the University of Alberta, the Zoo School and the multicultural school in Edmonton. We also visited the Edmonton pre-schools or kindergartens, as well as the St Clare Catholic School and the MacEwan University Early Learning and Child Care Lab School.

Canada is among the countries in which early childhood educators working with children below kindergarten age, are not required to be certified teachers. The education qualification of educators working in



non-school settings, generally child care — vary from one-year certificates to two-year diplomas. Their policy framework, similar to ours, ascribes various roles to educators, including those of observer, documenter, listener, researcher, and creator of a stimulating environment, co-constructor of knowledge, negotiator, and supporter of children's participation in decision-making, supporter of social relationships, as well as partnering with families and supporting diversity.

Our visit strengthened the collaboration between the two universities and also highlighted the challenges in identifying the important tensions between the dominant early childhood education discourse and immigrant/refugee cultural knowledge systems and child-rearing practices they bring to Early Childhood Teacher Education.

BIRTH OF NEW CURRICULUM discussed at conference

'Birth of a new curriculum in Early Childhood Development — Ensuring quality landscape' was the joint paper presented by Prof Ina Joubert, Head of the UP Department of Early Childhood Education, and Dr Keshni Bipath (Education Management and Policy Studies at UP), at the Education Association (EASA) conference in January 2017 at North-West University, Potchefstroom Campus.

The theme of the conference was 'Optimising the impact of our research, teaching and community engagement to facilitate change towards a functional and harmonious diverse South African educational landscape'. If one may be permitted to expand on the link with the more mundane landscape, the Vredefort Dome (die Koepel), the latter is not without reason a world heritage site, and many lessons are to be learnt from this precious area. The meteorite that plunged into this area with a massive impact two billion years ago, changed the landscape of the Dome dramatically.

Prof Joubert and Dr Bipath posed the question whether the BEd programme in Early Childhood Care and Education (ECCE) could not be compared with a meteorite that would plunge into the South African

Education System. The new programme ensures that we will now have fully qualified teachers teaching babies, toddlers and infants. Academics cite the studies and reports and others who have investigated the effects of early attendance in crèches on children's later development. Good quality crèches increase children's performance in literacy and numeracy. Low quality childcare at home and in institutionalised day-care increase the risk of insecure parent-child attachment.

Good quality teachers will certainly enhance the quality of ECCE. According to the Department of Social Services (2015) there are more than 30 000 Early Childhood Development centres with each centre having five practitioners on average in South Africa. There are 150 000 ECD practitioners in South Africa (Department of Social Services). This strengthens the rationale for this research as it reveals the importance of professionalising the ECD sector in an effort to reduce attrition rates and instabilities affecting professional identity in the ECD sector. So what happens to the practitioners who are not qualified? Will the new qualification open up a can of army worms or are we adding a breath of fresh air (qualified ECCE teachers) in solving the South African educational crisis?

Prof Kobus Maree

RATIONALE FOR USING AN INTEGRATED APPROACH IN CAREER COUNSELLING

Prof Kobus Maree has developed a qualitative and quantitative approach to career counselling. His publications on career counselling receives outstanding recognition in Italy, France, Turkey and in countries in Africa.

A postmodern career counsellor will help clients rewrite their individual narratives. Careers, according to this view, are deeply personal inclinations arising from people's uniqueness. In accordance with such a view, 'stories' — rather than 'objective' test 'scores' — are accorded central importance, and clients' interests, abilities, and work ethic are interpreted as expressions of their career patterns and central life themes.

Career counsellors, as co-authors and co-facilitators of clients' life stories, help their clients narrate their careers as stories by pointing out themes and tensions in the story line and by teaching them the skills needed to write the next episode of the story.

Throughout this process, the career counsellor emphasises social actorship, motivated agency, and autobiographical authorship. Based on an integrated, qualitative+quantitative approach to career, the Career Interest Profile (CIP) can be used in conjunction with the

Maree Career Matrix (MCM) to help career counsellors first understand the distinctive experiences of clients in career contexts and then help them construct, deconstruct, re-construct, and co-construct their lives, and ultimately redesign and reconstruct (rewrite) their career and life stories.

Career counsellors can use these two instruments together to help clients facing a crossroads in their lives to recapture self-respect, gain an improved sense of self, and rediscover hope by identifying and enacting major life themes in their lives to 'hold' them during times of transitions, to convert pain into hope, to turn weaknesses into strengths, and to convert failure into success, and suffering into healing. Use of the instruments confirms Krumboltz's view that '[t] here is no division between personal and career counselling. Personal and career counselling are one and the same' and demonstrates the folly of attempting to distinguish between these two forms of intervention.



Prof Johan Wassermann

Teaching Mathematics Through Games



Children love stories and stories play an important role in the growth and development of young children. The books they read and the characters they get to know from stories can become like friends.

Keeping this in mind, the students in the Department of Early Childhood Education registered for the Early Mathematics module (JGS 120/121) were assigned to write stories and develop a board game for learners in Grade R. The purpose was to transform the way mathematics is taught and learned. Learning should be fun. The students produced very creative, interesting and imaginative stories, taking into consideration the development level of the young learners. By combining mathematics and literacy, maths stories can help open up the world of mathematics to learners with a wider range of learning styles. Young children enjoy stories as they provide fun and a relaxed atmosphere for learning to take place.

Academic On Revived Editorial Board

Dr Surette van Staden was elected for the editorial board of the International Journal of Multiple Research Approaches. The journal ceased publication in 2016, but has been revived under the editorship of Prof Anthony J Onwuegbuzie from the Sam Houston State University, USA, and Distinguished Visiting Professor at the University of Johannesburg, South Africa.



CEA Hosts International Literacy Study Meeting IN PRETORIA

The Centre for Evaluation and Assessment (CEA), hosted the National Steering Committee for the Progress in International Reading Literacy Study 2016 (PIRLS). The meeting took place in February 2017.

The members of the Steering Committee comprise experts from universities, non-government organisations, foundations, parastatals and government departments in the fields of education, language, literacy and primary education.

Prof Sarah Howie (Director of CEA) opened the meeting and welcomed everyone before outlining the PIRLS status report and milestones for PIRLS 2016. Colleagues from the CEA were scheduled to present reports on various components of the study they were involved in. Ms Celeste Combrinck presented feedback from the National Research Coordinators' meeting held in Morocco in December 2016, Mrs Nelladee Palane and Mrs Karen Roux reported on the and preparation for data collection, while Mr Gabriel Mokoena and Ms Celeste Combrinck gave an overview of the data collection process and the challenges it encountered...

A summary of the scoring process and observations was presented by Ms Nelladee Palane and Mr Gabriel Mokoena, while Mrs Karen Roux presented a report on the trend and cross-country reliability scoring processes. Mr Mishack Tshela reported on the

summary of data capturing and processing. Ms Celeste Combrinck and Ms Nangamso Mtsatse presented the results of the PIRLS 2016 sub-study called ePIRLS concerning digital reading conducted in Gauteng.

The committee also had group discussions about the analysis and preliminary data, dissemination ideas and processes for the national media release that is due to coincide with the international media release in more than 40 countries on 5 December 2017.



From Left: Ms Celeste Combrinck (CEA), Mr Massenya Dikotla (Molteno Institute for Language and Literacy) and Prof. Sarah Howie (CEA) at the PIRLS National Steering committee meeting.

STATISTICS AND DATA ANALYSIS choices in the spotlight as career

In the digital world of today, it seems we would barely be able to function without social media, smartphones and other digital processes that have become intrinsic parts of our daily lives. For students considering their future career path, a career in statistics and data analysis would seem to guarantee future success. In surveys displaying the top jobs in 2016, data statisticians ranked at the top of the list in terms of working hours, stress levels and pay. Even George Bernard Shaw said, 'It is the mark of a truly intelligent person to be moved by statistics.'

The Department of Statistics, in the Faculty of Natural and Agricultural Sciences at the University of Pretoria, recently hosted a statistics awareness day for Mathematics teachers and learners to demonstrate the importance of statistics in the school curriculum and in everyday life. The event also aimed at highlighting the exciting prospects for learners who pursue a career in statistics and data analysis.

Staff from the Department and guest speakers shared their insights into the role of statistics and the need for analytical thinkers in South Africa. They described statistics as a prime tool for making good decisions and making life simpler.

Prof Greg Lee of the Wits Business School discussed the business trends of today, noting how everything is influenced by analytics.



longer the stuff of science fiction. Cognitive analytics and systems such as IBM's Watson have advanced to the point where computers are able to 'learn to an extent, simulate some aspects of human thinking and to a limited if remarkable degree make decisions'. In future, many jobs will become redundant, replaced by artificial intelligence and analytical systems. Prof Lee stresses, however, that statistics plays a key role in serving and developing these systems, making it a wise career path to pursue.

Statistics and data analysis are not just about business trends and

SMTE Well Represented At Bloemfontein Conference

The annual Southern African Association for Research in Mathematics, Science and Technology Education (SAARMSTE) conference was hosted by the Central University of Technology (CUT), in Bloemfontein, in January.

Several academics and students across the country from various tertiary institutions attended and presented their research at the conference. The UP Department of Science Mathematics and Technology Education (SMTE), represented by Prof Estelle Gaigher, Ms Corene Coetzee, Ms Kimera Moodley and Mr E Mazibe, contributed five papers on various topics developed within SMTE.

Dr Maria Kekana, a former student of Prof Gaigher, presented results on professional development of science teachers in primary schools. Mrs Coetzee presented results from her PhD study about pedagogical content knowledge in electromagnetism, while Mr Mazibe presented results from his MEd study on pedagogical content knowledge about graphs of motion. Ms Moodley presented results from her PhD study on the experiences and perceptions of teachers during mobile

technology implementation. Prof Gaigher presented results from a project on teachers' understanding of electric circuits.

The conference was vibrant and fruitful, bringing new and insightful ideas for research, and possible collaboration opportunities for the future. We are proud of the contribution made by the SMTE staff to the conference.



SPECIALISED QUALIFICATION Aimed At Education For Visually Impaired Learners

The Department of Educational Psychology in the Faculty of Education at the University of Pretoria, has obtained funding to the value of R9 952 000 from the Department of Higher Education and Training (DHET), which will be used to establish a Centre for Visual Impairment Studies, and to develop and implement a teaching qualification specifically aimed at education for visually impaired or blind learners. The funding was obtained as part of a support grant received by the DHET from the European Union.

South Africa's inclusive education policy seeks to create an educational environment in which children with disabilities can be accommodated in appropriate schooling —whether it be at separate special schools, in specially resourced full-service schools, or at local, neighbourhood mainstream schools. According to a report released in July 2016, both special schools and full-service schools in South Africa face many challenges in terms of the rights-based approach to the education of children with disabilities, including a shortage of qualified teachers. This situation is even more severe in rural communities with high levels of poverty and unemployment, with the result that many of these children are denied their right to education.

Prof Ronél Ferreira, former Head of the Department of Educational Psychology at UP, says that the new qualification will be developed with a solid foundation in research and will strengthen the inclusive education policy in South African schools through the training of specialised teachers for visually impaired and blind learners. In addition, elective modules on assistive devices and school management may attract the broader market of current or potential school principals, or

other stakeholders taking responsibility for implementing the inclusive education policy in the country.

Prof Ferreira will lead the project, supported by Dr Maximus Sefotho, a lecturer in the Department. Other members of the team include Dr Ruth Mampane from the Department of Educational Psychology, Ms Maria Ramaahlo from UP's Disability Unit and Prof Juan Bornman, Director of the Centre for Augmentative and Alternative Communication.

The team will follow a participatory research approach to obtain baseline data on the needs and expectations of current teachers in both mainstream schools and specialised schools for the blind or visually impaired. The information they obtain will determine the content of the modules to be developed. Following the development phase, the modules will be tested among teachers in the field and refined where necessary.

The proposed programme will follow a distance education approach (blended learning) and will include both contact and online components, which will enable specialist teachers across South Africa, as well as those from neighbouring countries, to access and benefit from further training in this field. The programme will be developed and presented in collaboration with relevant stakeholders from, among others, NGOs and community-based organisations that have expertise in the field of visual impairment.

The team hopes that the new qualification will be ready for its first intake of students by 2020.

REFLECTION on visit to ACADEMIC PARTNERSHIPS

From 27 March to 30 March, 2017, Mr Tony Mays, Manager of the Unit for Distance Education, represented the Faculty of Education as a member of a larger university delegation visiting an organisation in Dallas, Texas, called Academic Partnerships. It is an institution that specialises in supporting universities interested in moving to online provision.

Academic Partnerships has been exploring the potential value vesting in three inter-related services — online recruitment, online communication, and programme development for online learning. It was understood that this was a package of services that could not be disaggregated.

With respect to online recruitment, it seemed clear that Academic Partnerships has developed a sophisticated model for tracking the changing needs and demands for online learning and channelling enquiries about online learning opportunities to its partner institutions. Although Academic Partnership's Unit for Distance Education already works with an external marketing service, EduTel, to recruit students, EduTel's methodology is still primarily contact rather than online-based, with a national rather than supra-national or international focus, so the Unit is not well-gearred to enter the wider online market by identifying needs for fully online programmes with a footprint larger than South Africa.

A caveat at the moment is that in South Africa there is currently probably not a huge appetite for fully online learning (when Unisa tried to move in this direction two years ago, both staff and students protested; and UP's own investigations into student readiness for online learning suggested that only about 30% of students had regular computer and internet access, while 60% had only intermittent access — while data costs remained very high). However, things are changing and we need to be planning ahead for the next three to five years and not for just the current situation.

When it comes to communication, it was observed that Academic Partnerships typically invests up to two hours of telemarketing time per potential student in following up on leads in order to realise these as enrolments. Neither the Faculty of Education Unit for Distance Education, nor the University in general, has the staff to invest this much time on the follow-up recruitment process.

Another dimension of the communication service is that Academic Partnerships regularly follows up telephonically on enrolled students to check how they are getting on (these are general enquiries rather than academic support interventions), but partner institutions engaged with, University of Texas Arlington, Lamar University and Florida International, all reported that this follow-up contributed to retention and success rates that were comparable to campus-based provision. Again, while the Unit for Distance Education operates a call centre using contact students to provide ongoing support to distance students, the model and costing thereof is primarily reactive (responding to student enquiries) rather than proactive (maintaining an ongoing relationship with students). Lessons learnt from the first block of the first cohort of new Distance Education students indicated that proactive follow-up on students at risk did not result in improved retention and participation. However, it requires a large



personnel contingent, ongoing support and capacity-building and incentives to achieve the 90% plus retention, and the 12-second or less call response time, that was reported by Academic Partnerships, according to Mr Mays.

When it comes to programme design, Academic Partnerships also supports the process of programme and materials development for online provision. The underpinning model used is the familiar ADDIE model (Analyse, Design, Develop, Implement and Evaluate) which is already in use in the Unit for Distance Education, and by Education Innovation generally. The activity-based approach evident in the examples of courses demonstrated, as well as the use of branded templates, were also consistent with established practice in the Unit for Distance Education. The Unit has the ability to develop fully online courses, but has currently opted for a blended approach rather than a fully online approach based on the readiness and access of its current target audience. Adopting a fully online approach would require identification of a new market.

Central to the Academic Partnerships approach, is the use of a 'carousel' model in which there are multiple starts and students engage with one course/module at a time — typically eight starts for five-week modules or five starts for eight-week modules, with students committing 12 to 15 hours a week to their part-time studies. This approach works best for continuing professional development programmes with limited or no electives or pre-requisites and with no need for venue-based examinations.

Within the field of education, such a model would work best in post-graduate professional studies in the discipline of education leadership and management, because in this discipline it does not matter whether one focuses on, for example, financial management before or after human resource management, and the professional nature of such programmes is conducive to ongoing projects and professional portfolios rather than venue-based examinations.

There is a great deal of synergy between the kind of practices that Academic Partnerships supports, and current practice in the Unit for Distance Education, so the visit both confirmed some current practices and helped to identify other areas in which our current practice at UP could be improved.

Eight members of Varsity Cup 2017 from Groenkloof Campus



Caption Needed.

UP-Tuks held off Maties (Stellenbosch University) to win the 10th Varsity Cup with a final score of 28–21. UP-Tuks became only the second university (after Maties) to win the coveted trophy on three occasions and the men from Pretoria did so on a perfect autumn evening in the capital. Nine player of the Faculty of Education was part of the team. Player of the Match was Clyde Davids. He is in the 3rd year group.

In June, Prof Chika Sehoole, Dean of the Faculty of Education invited the rugby players, their coach Mr Pote Human and Dr Jaco Joubert who is part of Tuks Rugby to enjoy a cocktail at the boma next to Groenkloof dam. The team members from Groenkloof consist of: Willem Strydom, Joshua Stander, Tinus de Beer, Andre Warner, Clyde Davids, Abrie Reynolds, Marius Verwey en Jan-Henning Campher.

Prof Sehoole had the opportunity to hold the trophy and encouraged them with some motivational words.