



Celebrating a decade of hope, innovation and educational achievement

Mamelodi dipolelo



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MCLC Enhancing a post-secondary school-going culture

By Prof Nthabiseng Ogude

The University of Pretoria's Mamelodi Campus has been involved in a range of community engagement activities in Mamelodi since 2008. The range of projects in the community is indicative of the University's commitment to the social and economic development of the local community, the greater Tshwane area, and the country as a whole. In 2017, the Kresge Foundation awarded the University of Pretoria and Rutgers University-Newark a planning grant towards their anchor institution strategies in their respective communities in Newark and Mamelodi, called the Mamelodi Collaborative.

As part of the planning phase of the Mamelodi Collaborative, the UP Mamelodi Campus hosted a workshop on 5 February 2019 in which it engaged in the reciprocal exchange of ideas with 43 stakeholders, as well as its international partner, Rutgers University-Newark, to develop a model to enhance the post-secondary opportunities for the residents of the Mamelodi Township. The Director of the Newark City of Learning Collaborative (NCLC), Dr Reggie Lewis, together with two of his staff members, presented the model of the NCLC to the

stakeholders. The workshop, a first of its kind in the Mamelodi community, endorsed the lessons learnt from the NCLC. A decision to formalise and strengthen a network of all key role players working in the Mamelodi education ecosystem, provisionally called the Mamelodi Community of Learning Collaborative (MCLC), was adopted.

The MCLC enables the UP Mamelodi Campus to collaborate with the Department of Basic Education's

Tshwane South District and a network of stakeholders to achieve the goal of broadening educational pathways by providing academic enrichment programmes and alternative academic pathways to other tertiary institutions in the Mamelodi Precinct such as the universities of technology and training and vocational education and training (TVET) colleges. A Steering Committee to drive the adoption, translation and development of this model for the Mamelodi community was established.

In her opening remarks at the workshop, the Director of the Gauteng Department of Basic Education's Tshwane South District reported that her district, which includes the schools in Mamelodi and surrounding areas, was the best-performing district in the entire Gauteng province, based on the matric pass rate of 2018. It also performed the second best nationally. These achievements are, in part, the result of the partnership between the Department and Mamelodi Campus in its

pre-university interventions. This observation underscored the significant success achieved by the efforts of the campus and its community partners in assisting the local school system to improve access and success in Mamelodi's schools.

As part of enhancing the post-secondary school-going culture, the campus, together with its partners, plan to focus on awareness and readiness. Initiatives to promote

career awareness include career interest tests, a career fair, career advising, parental education, placement and a credit transfer system through the formulation of articulation agreements and a credit transfer system with TVET colleges and universities of technology. A career hub that will serve as an information centre for residents and learners will be launched in 2019, while a post-secondary readiness programme consisting of academic curricular support and soft skills will commence in July 2019.

UP's Social Innovation Hub

On 19 February 2019, Prof Tawana Kupe, the new Vice-Chancellor and Principal of the University of Pretoria (UP), visited Mamelodi Campus as part of the official opening of the University's academic year. He noted that Mamelodi Campus is the University's Social Innovation Hub – a concept he hopes to share across the UP community.



Mamelodi Campus leadership staff with the new Vice-Chancellor and Principal of UP during his visit to the campus.

Prof Kupe was received by Prof Nthabiseng Ogude, Dean of Mamelodi Campus, and joined staff and students for a special introduction to the strategic vision and mission of the campus. This was determined following Prof Ogude's appointment as Dean. The goal of Mamelodi Campus is to broaden educational pathways into science, technology, engineering and mathematics (STEM)-related fields of study at UP, in addition to functioning as an anchor institution through its partnership with Rutgers University-Newark.

Prof Kupe also enjoyed a presentation by Dr Carin Combrinck of the Department of Architecture on its Unit for Urban Citizenship. This Unit represents one of the inter- and intra-faculty activities on Mamelodi Campus in support of its anchor academic programmes through the extended

curriculum programmes, as well as the clinics on the campus. The initiative includes the Department of Architecture in the Faculty of Engineering, Built Environment and Information Technology; the Department of Business Management in the Faculty of Economic and Management Sciences; and the Department of Family Medicine in the Faculty of Health Sciences. Each has identified modules in its respective programmes that lend themselves to collaboration and cooperation in the development of the attributes that students need to deepen their understanding of the urban space. The aim of incorporating these modules into the programmes on Mamelodi Campus is to provide critical assistance and support to community enterprises and to attend to the myriad of challenges with which the Mamelodi community is faced, all while adhering to programme requirements.

Dr Combrinck's presentation illustrated how Mamelodi Campus is investigating opportunities to connect classroom activities with the real challenges experienced by its surrounding community. In this way, the campus enables other UP faculties to participate in and contribute to anchor academic programmes and community engagement, thereby enriching their own teaching, learning and research efforts.

Prof Kupe encouraged other faculties in the University to engage with Mamelodi Campus with the view to enriching the UP community as part of its larger transformation imperative. He expressed that the University's transformation challenges extend beyond simple numbers and race, but should rather be geared towards innovation for the improvement of the University, society, the African continent and the world.

From the Dean's desk

In the starting blocks of a year filled with exciting challenges



Prof Nthabiseng Audrey Ogude

February 2019 marked the end of the planning phase of the Mamelodi Collaborative. Through a 12-month process, academic staff of Rutgers University (RU)-Newark, and UP's Mamelodi Campus investigated the anchor institution strategies of the two institutions, which culminated in five research niche areas in the respective communities of Newark and Mamelodi. These are broadening educational pathways; strong healthy and safe neighbourhoods; entrepreneurship and economic development; science and the urban environment; and leveraging the arts and culture. The niche areas provide a framework for the academic activities of the campus for the period 2019 to 2023 through several research projects being developed in each area. Key among these is space and place as factors in enhancing student access and success, which falls within the first niche area. This project

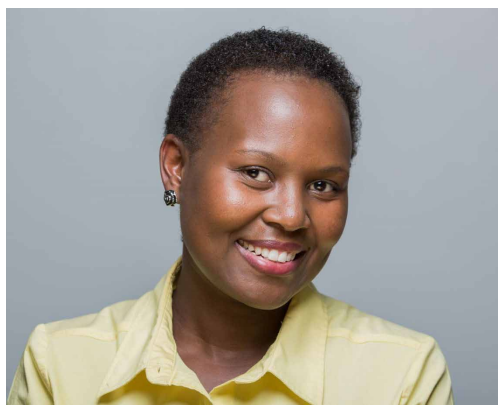
builds on student success initiatives funded by the Kresge Foundation at UP and RU-Newark and focuses on providing educational opportunities for residents of Mamelodi and Newark – a key focus of the anchor strategy. The formation of the MCLC (see story on p 1) is a major milestone towards developing a post-secondary-school-going culture to complement the current Extended Curriculum Programmes (ECPs). This collaborative also provides a framework for organising the pre-university activities into two entities, a pre-university academy (PUA) that focuses on awareness and preparedness for tertiary study, and a research entity, the Unit for Access and Success for Students in Transition (UASST). We welcome Dr Kgadi Mathabathe, who will be providing strategic direction for both of these entities. We also welcome Mekidela Belay, Bonza Majozi and Griffiths Makgareetsa. While we expand our

activities, we also celebrate a decade of ECPs (see our new branding on p 4) by hosting the national colloquium on ECPs on behalf of the Higher Education Learning and Teaching Association of Southern Africa (HELTASA) and the Southern African Association for Research in Mathematics, Science and Technology Education (SAARMSTE) Research School (see story on p 4). We also continue to showcase our activities in relation to ECPs, including a very successful #ChooseUPDay (see story on p 5) and our clinics (see story on p 12).

It was a pleasure to host the Vice-Chancellor and Principal, Prof Tawana Kupe (see story on p 2). We are inspired by his vision for the University and the campus and we look forward to working with him.

New addition to the leadership team

Dr Kgadi Mathabathe has been appointed as Head: Community-based Research and Postgraduate Education.



Dr Mathabathe is a strong science education professional with a PhD in chemistry education from UP. Her research expertise lies in metacognition, particularly metacognitive monitoring and regulation in chemistry education. She also conducts research on collaborative and inquiry-based teaching and learning approaches, as well as science teacher metacognition.

She has been a part of UP since enrolling for her master's degree, having served as a lecturer in the Department of Science, Mathematics and Technology Education. In her new role, she will work closely with the Dean with respect to the multi- and transdisciplinary community-based research focus of the campus and in the development of the campus's research and internationalisation agenda, represented by the Mamelodi Collaborative. Dr Mathabathe will also coordinate collaboration activities with other faculties within the University, as well as partnerships with various external stakeholders such as civil society, local government, funding agencies, as well as other local and international universities.

New staff members on Mamelodi Campus

One of the strategic priorities of Mamelodi Campus for 2019 is to launch a pre-university academy (PUA) that will host a number of pre-university projects that are currently in their incubation phase.

These projects will mitigate transition problems from basic to higher education, while at the same time ensuring articulation with current extended curriculum programme projects. This confluence between the pre-university and university programmes is key to the academic identity of Mamelodi Campus and requires a concerted approach overseen by the Dean.

To this end, three staff members have been appointed in the Dean's Office. Mekidela Zeru has been appointed as a research assistant and data capturer, Bonza Majozi joins the campus as a data analyst and Griffiths Makgareetsa has been appointed to strengthen engagement with alumni through the Mamelodi Faculty House. He is also the chairperson of the Mamelodi Campus Alumni Club.



Mekidela Zeru



Bonza Majozi



Griffiths Makgareetsa

EXTENDED CURRICULUM PROGRAMMES

Ten-year celebrations

The year 2019 will be designated as *10 Years of Extended Curriculum Programmes on the Mamelodi Campus*. Several activities are planned to take place during the year to celebrate this milestone.

National Colloquium

Currently, annual colloquia are held at universities around South Africa. The most recent was held at the University of Venda in August 2018. Mamelodi Campus is the host of the 2019 colloquium to be held on 14 and 15 August with the theme “Three decades of foundational provisioning: Strengthening the transitions”.

Capacity-building activities

Research School

The Southern African Association for Research in Mathematics, Science and Technology Education (SAARMSTE) organises an annual doctoral research school. The event targets doctoral students and early career researchers (including postdoctoral fellows and members of staff less than five years from PhD) where facilitators from South Africa and abroad assist doctoral and postdoctoral participants to complete their doctoral studies and publication requirements. At SAARMSTE’s invitation, Mamelodi Campus has agreed to host this event, which will take place in mid-June.

Seminar programme started in 2018 to continue into 2019

Writing retreats

Two writing retreats, one in each semester, are planned for 2019.

Special edition of *Dipolelo*

Towards the end of 2019, a special issue of *Dipolelo* will appear with stories on the various activities.

Mural exhibitions

Mural exhibitions are planned, which have been created by students. It will have a competition format with prizes for the best murals. This activity will carry on through the year with prizes awarded at the end of the year. The murals will remain as a legacy to brighten up the campus.

Celebration for staff and students

A celebration for staff and students is planned for later in the year to coincide with a prize-giving function involving various cultural events.

Best First-year Lecturer Award

This event will be held in mid-October 2019 to acknowledge the first-year lecturer on Mamelodi Campus that most inspires and motivates students by way of nominations and an “election day” theme, where students can nominate candidates for the Best First-year Lecturer Award.



Promoting access and success through alumni involvement

By Dr Jeanine Mwambakana, Head of Academic Programmes, and Ida Meyer



Mamelodi Campus is especially proud of its alumni involvement through the Alumni Club. Active Alumni Club members have expressed the need to advocate the extended curriculum programmes to improve access and success at UP through Mamelodi Campus. Two recent events have contributed to promoting the activities of the campus.

#ChooseUP Day

The #ChooseUP Day on Mamelodi Campus aimed to increase the number of students who accept the extended curriculum programmes as a first-choice option for its benefits, rather than as a default option. Successful Mamelodi Campus alumni, all of whom completed their studies in record time, contributed to efforts to combat the “default choice” stigmatisation perpetuated by people who did not experience the campus for themselves. The need to change the perception and work towards a more positive orientation led to the initiation of a number of alumni projects under the guidance of Ida Meyer (Senior Faculty Student Advisor), Joanie van Dyk (Dean’s Office) and Vincent Mabuza (Faculty Student Advisor). The team developed new marketing interventions that are now considered trademarks for the event. These interventions included luminous green caps with the words “Mamelodi Campus” on the front and the word “Family” on the back of the caps, a brochure conveying positive messages and updated information regarding the extended curriculum programmes presented on Mamelodi Campus,

and a special issue of *Dipolelo* containing stories of successful past students and how they experienced entering university through Mamelodi Campus. To entice prospective students and parents to visit Mamelodi Campus on #ChooseUP Day on 4 August 2018, two large television screens were set up at different stands on the University’s Hatfield Campus. The pictures were of the social and academic interactions on Mamelodi Campus. Viewers could also see laboratories, lecture halls and many graduates from the programmes. More than 300 prospective students and their parents visited the campus. This far exceeded expectations.

Orientation Week

Orientation Week took place at the start of the 2019 academic year. Approximately 600 students attended the orientation programme. In their efforts to support new Mamelodi Campus students, alumni took responsibility for a number of activities during the week.

These included campus tours and sharing experiences in formal sessions to encourage the incoming students. The presentations emphasised the fact that these successful alumni had also started their academic careers in the exact position in which the new students find themselves, and that they are now either working citizens or busy with their postgraduate studies.

Incoming students enjoyed the panel discussion session by former students, which reassured those who experienced doubt regarding their futures on Mamelodi Campus. Students remarked that it made them feel at home and forget about any discouragement.

In the Orientation Week planning meetings, it was decided that all speakers should repeat important messages that would stimulate and encourage the students, and that would serve as motivation for the coming lectures. It became clear that working with alumni and implementing suggestions from incoming students impact positively on the success of extended curriculum programme events.

What's the matter?

By Christine Mundy

In order to create multidisciplinary relevance and develop a professional skill set for extended curriculum programme students, the Academic Language Skills (LST) and Chemistry modules collaborated on an intensive research assignment during the 2018 academic year. The assignment concluded with a scientific poster presentation session.

For the collaborative project, students are taught the content of matter and its properties during their chemistry classes. This content is supported by tutorials and a laboratory practical, and is essential to students' foundational understanding of substances and solutions. Thereafter, students are divided into groups to initiate their research reports on matter and its properties with the guidance of the LST module. The standard of academic writing is high and the students submit multiple drafts for assessment by the LST lecturers and their peers.

Each group selects one of four real-life fields to which to apply their research projects. These comprise the perfume industry, forensic sciences, car manufacturing and planetary exploration. After the submission of their research reports, the groups are required to create a scientific poster that highlights the linkages between matter and its properties, and their chosen field. Students research the parameters of a scientific poster and have the advantage of viewing a collection of postgraduate chemistry students' conference posters displayed in the Chemistry Department on Mamelodi Campus. The project is structured to illustrate to students that an understanding of matter and its properties really does matter in real life.



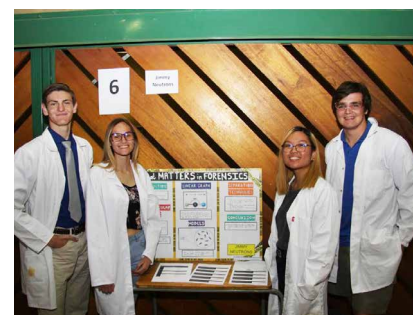
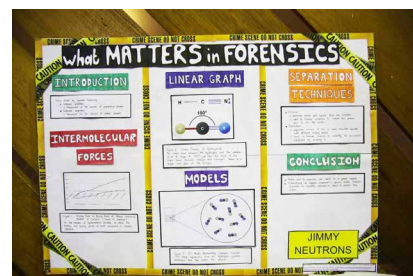
Students' comments

"The professional skills we learnt aren't just on paper. The posters are colourful, eye-catching, interesting and professional – a true testament to all the hard work put in by all parties over the course of the semester."

– Londiwe Zwane

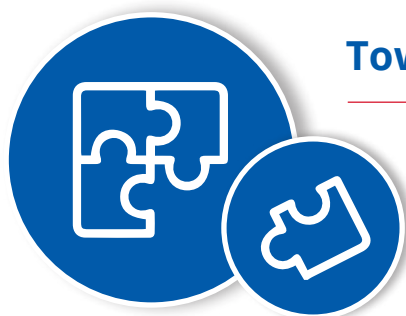
"What I enjoyed most about the poster is that presenting as a group provided each member with an opportunity to demonstrate what they have prepared, and seeing each individual showing their enthusiasm and interest when they exhibit their poster was one of the most fascinating observations I encountered."

– Bryn Mahumani



Towards best practices

By Dr Kgadi Mathabathe and Dr Jeanine Mwambakana



The goal of teaching and learning days at Mamelodi Campus is to collaborate in developing the best practices required for success in the unique extended curriculum programmes.

Staff members from both the extended curriculum programmes and the Engineering Augmented Programme (ENGAGE) participate in the teaching and learning workshops to share their experiences and develop best practices. The two topics covered in the first workshop comprised practically understanding strengths of personality in academics and overcoming procrastination, presented by Ida Meyer and Vincent Mabuza from the Faculty Students Advisor (FSA) initiative, and power

strategies for lecturers, presented by Dr Sanet Haupt and Adriana Botha from the Department for Education Innovation. These two topics fit in well with the FLY@UP campaign that is aimed at access and success. The Education Innovation team shared the strategies for lecturers to assist students to change behaviour for success by influencing their mindset. One of the participants said that power tactics are interesting ways to collaborate with the class, and to identify areas for improvement that need attention. Participants also received practical feedback on various personalities in academics from the FSA team. One challenge mentioned was creating an environment that is tailored to accommodate every student and not just the average ones.

This challenge informed the second workshop, which was presented by a guest from the USA, Caroline Lehman. The title of the workshop was "Teaching with your mouth closed: Facilitating student

collaborative learning". She introduced a teaching and learning approach called process-oriented guided inquiry learning (POGIL). Her visit to South Africa was made possible by the Alumni Reciprocal Exchange Grant under the auspices of the Young African Leaders Initiative, which was awarded to Dr Kgadi Mathabathe as an alumna of the Mandela Washington Fellowship. Caroline Lehman has 40 years' experience in teaching science in high schools and five years' college experience, running and facilitating a pre-service graduate education programme for science and mathematics teachers in the USA. The POGIL approach is a student-centered, inquiry-based method with a group learning instructional strategy and philosophy developed through research on how students learn best. It has proven to be extremely effective in improving the teaching and learning experience for both teachers and students. Teachers learn to use guided discovery techniques more effectively and engage students in constructing their own knowledge. An official from the Department of Basic Education also attended the workshop.

Mamelodi Campus alumni success

Remofilwe Dikoma

“I started my BCom extended degree at Mamelodi Campus in 2015. I was not quite sure what I would want to branch into, but decided to go into Financial Sciences after a successful foundation year at Mamelodi Campus. After a year I decided to transfer to BCom Agribusiness Management, because I wanted to be in a field that would challenge me intellectually. I am currently in my final year of Agribusiness Management, majoring in Agricultural Economics. I needed the Mamelodi Campus Foundation Phase because it allowed me to figure out where I would like to spend my academic career, and to cultivate a character of leadership – which I never expected. In my second year, I was appointed as Secretary of the Economic and Management Sciences Faculty House, which led to me being elected as its Chairperson in the following year. My time as a student leader helped me to realise what is dear to my heart and the direction my life would take. I have been selected from 15 000 applicants as one of the 1 000 delegates to participate in the Global Goals Model United Nations 2019 in Malaysia. This is a platform where young leaders from across the globe will come together to discuss issues related to the 17 Sustainable Development Goals of the United Nations and formulate possible solutions. I aspire to be an influential African female agricultural economist in our country. My focus is on zero hunger and no poverty. I believe that my journey at Mamelodi Campus prepared me to be a leader and to make a long-lasting impact in the lives of others.”



Remofilwe Dikoma

Lerato Dladla

“I was born and bred in a township in Soweto. This means that I was faced with stereotypes. Nevertheless, I have always been determined to persevere like a boat against the current. I am 21 years old and in my third year of studying Occupational Therapy at the University's Prinshof Campus. In 2015, I studied towards a BSc degree in Biology and Agriculture at Mamelodi Campus. Initially, like every other first-year student, I was skeptical about the course. However, it turned out to have a great influence on the rest of my academic career. Had I not been admitted to the BSc study programme, I would not have discovered my passion for occupational therapy. I experienced Mamelodi Campus as an incubator that prepares one for both the upcoming academic years and life after university. The Mamelodi Campus buildings are structured in a way that allows for meaningful relationships to be formed between students of various courses, their lecturers and other university employees. The campus has fewer students, which allows for easy access to facilities such as the library and computer laboratories. Students are also more likely to receive individual attention due to the fact that there are not too many students in the classes. The people who coordinate the students' affairs at Mamelodi Campus give their best to create a spirit of hard work and positivity within students. The campus emphasises that one should invest in education and personal development. This echoes a statement made by Benjamin Franklin: “An investment in education pays the best interest”, which has been my motto. I have been appointed as the University's representative in the Occupational Therapy Association of South Africa student body. I was also selected as a volunteer coordinator at the World Federation of Occupational Therapy Congress that was held in Cape Town in May 2018. In the past year, I served as a mentor for first-year students under the HAPPY mentorship programme. I have also received entrepreneurial leadership training through the African Leadership Academy, as well as leadership training through the TuksRes Women in Leadership Academy, where I received an award for being the most promising leader. I currently serve on the TuksSports Committee and am working towards establishing a module on moral development. Mamelodi Campus has taught me to grasp every opportunity that I am afforded and use it to improve myself in any way possible.”



Lerato Dladla

“An investment in education pays the best interest”

– Benjamin Franklin

Here's your chance: Extended Curriculum Programmes and admission requirements

| Programme | NSC with admission for degree purposes | NBT | APS | Mathematics | Physical Sciences | Two languages, of which one must be English or Afrikaans | Life Orientation (excluded when calculating APS) | Other |
|--|--|-------------|-----|-------------|-------------------|--|--|----------------------|
| BSc (Mathematical Sciences) | Yes | Recommended | 26 | Level 5 | – | Level 4 | Level 4 | Three other subjects |
| BSc (Physical Science) | Yes | Recommended | 26 | Level 4 | Level 4 | Level 4 | Level 4 | Two other subjects |
| BSc (Biological and Agricultural Sciences) | Yes | Recommended | 24 | Level 4 | Level 4 | Level 4 | Level 4 | Two other subjects |
| BCom | Yes | Recommended | 26 | Level 3 | – | Level 4 | Level 4 | – |

For information regarding your Extended Curriculum Programme study career, as well as application and admission to the programmes, please visit <http://www.up.ac.za/en/faculty-of-natural-agricultural-sciences/article/16226/up-four-year-programmes>

Campus developments



Mamelodi Campus is continuously investing in its infrastructure. Here are some highlights:

- The 11 kV intake substation and standby electricity generator is complete and functional.
- Mamelodi Campus Library's social learning space project will commence in 2019.
- The reconfiguration of the New Science Building and the Physics Laboratory will commence in 2019.

RESEARCH EXCELLENCE

Doctoral staff mentorship programme



Christine Mundy



Nandi Weder

Christine Mundy and Nandi Weder have been selected to participate in the 2019–2020 University Staff Doctoral Programme (USDPP), a mentorship programme supported by the Department of Higher Education and Training and funded under the University Capacity Development Programme. The project is a collaboration between the University of the Western Cape, the University of Pretoria, the University of Missouri and Rutgers University-Newark. Five students from two South African partner universities have been selected for their work in disciplines related to community development and community education. The participants will receive fully funded support towards the completion of their doctoral degrees. This includes mentorship by South African and US university academic staff oriented towards degree completion and developing a publication agenda, professional and academic workshops in Pretoria, Newark (New Jersey) and Cape Town during 2019 and 2020, as well as access to online support, training and resources provided by the partner universities.

Mamelodi fieldwork by USAID Fellows

By Joanie van Dyk

Fellows from USAID undertook two months of exploratory research in the Mamelodi community in collaboration with Mamelodi Campus. This learning experience served as a starting point for future collaborative projects. UP academics from various faculties served as intellectual mentors with co-supervision support from Dr Kyle Farmbry, Dean of the Graduate School at Rutgers University-Newark. These academics included Dr Sabrina Liccardo, Dr Rory du Plessis, Dr Linda Blokland and Prof Alex Antonites.

Alea Rouse (Master's Fellow)

“As an anthropologist, I was interested in the gendered dimensions of environmental issues and I had the true honour and privilege of meeting people in the township of Mamelodi. I spoke to many people in Mamelodi working on amazing initiatives and many of the projects emphasise education. Considering the commute, the time and the price for students to go to school every day, it seemed perfect to implement a cycling empowerment programme. The project will be an empowerment programme for young women that uses cycling and bicycle mechanics to propel young women forward both physically and metaphorically. I am thankful to everyone I met in Mamelodi and USAID for being interested in my research and its potential impact.”

Alice Benishayaka (PhD Fellow)

“Women in the Mamelodi Township are engaged in a variety of economic activities such as sewing, bead making, fashion design, hair styling, catering, day care, hospitality, construction and retail. My questions focused on their talents and skills, and aimed to know what they are good at in their businesses, what they like to do most or what they don't like to do. This research focus area has the potential to become a collaborative project with the Business Clinic on Mamelodi Campus.”

Cynthia Golembeski (PhD Fellow)

“Measuring adverse childhood experiences is important for urban, economically distressed children and youth who, in addition to experiencing poverty as an adversity, may be subjected to experiences of abuse, neglect and family dysfunction, along with a host of other stressors. I conducted interviews with stakeholders in the Alaska settlement of the Mamelodi Township with VIVA, a non-profit organisation that features programming in child welfare, the arts, poverty alleviation and violence prevention initiatives.”



Erin Santana (PhD Fellow)

“It was quite an unusual experience for me to arrive in a country with such little prior knowledge. However, the Mamelodi Collaborative Workshop provided a stimulating communal environment in which to explore the local setting. The highlight of my experience was collaborating with the faculty members and support staff. It was a particular privilege for me to work with the Dean of Mamelodi Campus, Prof Nthabiseng Ogude, on her memoir. Spending two months in South Africa completely transformed my understanding of the region from theory to reality.”

Building research capacity through writing retreats

By Prof Marissa Rollnick, Research Fellow: Mamelodi Campus

From 19 to 21 November 2018, a writing retreat was facilitated for staff members associated with Mamelodi Campus who have been identified as emerging researchers.

Prof Yvonne Reed, visiting Associate Professor from the School of Education of the University of the Witwatersrand, whose experience in language teaching dates back to 1970, acted as the main facilitator at the retreat. The retreat forms part of the capacity development

programme for early career researchers working on or in collaboration with Mamelodi Campus.

Before the retreat, prospective attendees wrote and submitted half a page on what they were working on and what they would like to achieve during the three days. Participants were encouraged to set personal writing goals related to the papers that they were working on. Most lecturers began the retreat with defined goals, which

they made considerable progress towards achieving. These included conceptualising a paper from scratch, preparing an abstract and the introductory section of a paper, revising sections of a paper that were too long and thesis-like in the first draft, writing a draft chapter of a PhD thesis, and doing conceptual work for the early stages of a PhD research project. It is clear that investment in these retreats is considered worthwhile, allowing the opportunity to work under quiet conditions, undisturbed by normal activities.



Fourteen researchers attended the retreat – eight from Mamelodi Campus, two from the ENGAGE programme in the Faculty of Engineering, Built Environment and Information Technology, one from the Faculty of Natural and Agricultural Sciences and three from the Faculty of Education.

PRE-UNIVERSITY ACADEMY

e-Twinning of Tsako Thabo and Barringer high schools

Prof Nthabiseng Ogude, Dean of Mamelodi Campus, has negotiated an exciting opportunity for one of the schools in the Mamelodi community.

Tsako Thabo High School is forging a relationship with Barringer High School in Newark, New Jersey in the USA to embark on an e-twinning exercise. The two schools can be considered counterparts because they face similar challenges. The Newark community is primarily made up of immigrants, while the Mamelodi community is primarily made up of historically disadvantaged youths. The education departments of both schools consider them to be under-performing. This places strain on the school management teams. The schools are servicing learners who are faced with real

issues and form part of communities that do not have the social capital to support learners in the schooling environment. In this regard, school management teams from opposite ends of the globe will be learning from each other as they attempt to turn their schools around. Communication between the schools will predominantly be facilitated by computer and internet technology, and each school has a university partner – the University of Pretoria's Mamelodi Campus for Tsako Thabo High School in South Africa and Rutgers University's Newark Campus for Barringer High School in the USA.



Learners at Tsako Thabo High School in Mamelodi.

Serving has benefits: the Mamelodi Campus homework programme

by Simphiwe Petros



Mamelodi Campus initiatives to promote post-secondary school readiness include the after-school homework programme. The homework programme, under the facilitation of Mekidela Xeru and Nosipho Mthethwa, currently targets learners from three Mamelodi high schools, with the hope of accommodating all 800 (plus) Grade 8 and Grade 9 learners in Mamelodi in future.

The homework programme commenced in 2018 through a partnership with the Postgraduate Student Association of the Faculty of Natural and Agricultural Sciences (PSANA). It is focused on paving educational paths for Grade 8 learners in the high schools surrounding Mamelodi Campus, and serves as a feeder programme for the Grade 10 and Grade 11 Mathematics and Science programme also offered on the campus. The homework sessions take place three times a week from 15:00 to 17:00 with the aim of instilling the discipline required for

an extended school day in the Grade 8 and Grade 9 learners. PSANA students volunteer their time on a weekly basis in order to assist the learners. They adopt the role of a facilitator of learning rather than that of a formal teacher. The campus hopes to involve lead teachers from schools and encourage them to play overseeing roles in terms of the content that needs to be covered during these sessions. From 2019, the primary focus of the homework programme is on the development of literacy and

numeracy skills through homework support, particularly in mathematics, science and commercial subjects. There are plans to solicit the expertise of the lecturers of the extended curriculum programmes on Mamelodi Campus to identify and source material that can be adapted to develop the learners' academic literacy, basic mathematical understanding and study skills. The programme has seen visible results in learner engagement and academic achievement thanks to the investment of all parties involved.

While the programme is intended to assist school learners, the facilitators also derive benefits from being involved in the programme.

Keketso Mokhotu *MSc (Soil Science)*

“The first thing I can say is that being part of the homework programme has been empowering, not just for the learners, but for us as facilitators as well. The programme has many moments where it is emotionally and mentally taxing, which comes with working with teenagers. According to their results, it appears that there has been an improvement in both the learners' marks and their overall confidence when dealing with their homework. This programme has also allowed us to see exactly where their weaknesses start and where they end. Being part of the programme has been empowering, fun and somewhat entertaining, and we as facilitators also have the opportunity to improve our own skills. Nevertheless, these learners require a lot more support at a foundational level, since that is where their biggest problems lie.”

Mukhethwa Sadikge *MSc (Soil Science)*

“The homework programme has been good for me as I had to learn about how most Grade 8 learners think when it comes to their future and education. Helping school learners is one of my passions. Therefore, it is an honour to be part of the homework programme – helping the learners to shape a better future for themselves, especially learners from my community. The programme is important for the learners, as they get a chance to receive assistance and clarity with their homework questions. We give learners tips about some of the important concepts that they need to master, as well as some general advice that can impact positively on their futures.”



Smiles at the Mamelodi Campus homework programme.

CAFCA jazzes up Mamelodi youth

by Desiree Tesner-Smith

It is a beautiful summer's day in Mamelodi east of Pretoria. Lush lawns and flowerbeds bursting with colourful succulents in full bloom beckon through the large windows of the cafeteria on UP's Mamelodi Campus. But right now, nobody is paying attention to the glorious day outside. Everyone in the room has been swept along by the colourful performance of jazz, dance and song in front of them. CAFCA, short for Committed Artists for Cultural Advancement, is celebrating another successful year for its jazz school with this showcase of astounding young talent.



CAFCA performers at the jazz show.

The entire performance showcases an intrinsic principle of the CAFCA jazz programme: that this is where children get to explore their musical talent and personal creativity in a supportive environment. As is inherent to the jazz music that is the *raison d'être* for this unusual music school, improvisation is welcomed – the programme for this end-of-year celebration is structured, but not rigid. From time to time, band members step forward to offer a spontaneous item and the audience cheers as even the youngest members of the band join in.

Ample space is given for individual creativity, including the freedom to explore a variety of musical instruments. This freedom, however, is underpinned by a culture of commitment and single-minded discipline.

Under the guidance of the CAFCA director, Jesse Mogale, CAFCA's young charges attend the school at Mamelodi Campus every Saturday, including most school holidays, from 10:00 to 18:00. Some also attend on Tuesday and Thursday afternoons, depending on the need. Saturday mornings take the form of individual tutoring in music theory and intensive mentoring on different instruments by Jesse and his expert team of volunteer instructors, all accomplished performing musicians in their own right.

In the afternoon, following a lunch prepared by a volunteer team of parents, the children get to practice playing together as a band and also to observe performances by the instructors and other professional musicians associated with CAFCA.

A well-known local jazz artist is often invited to address the school and perform with the bands. Sometimes, international visitors,

for instance from the Institute of Jazz Studies at Rutgers University-Newark, also visit the programme. Such visits have cemented partnerships that have resulted in some of the CAFCA learners getting the opportunity to participate in life-changing performances and overseas visits.

Partnership is a key feature of the CAFCA jazz school. Primary among these is the partnership with UP. The University provides CAFCA with a venue for the weekly classes that is a marked improvement from the dilapidated school building that first housed the programme. Further formal collaboration with the University is foreseen through Mamelodi Campus's pre-university academy, but for now, exposure to the physical university environment encourages the young musicians to aspire to a university education. Seeing the young CAFCA learners perform, it is clear that some of them are destined to become professional musicians, with the natural route to this goal being a degree in music from UP. However, even for those who will not make a career of music, the CAFCA school lays a solid foundation of discipline, practice, memory training, listening skills and teamwork that will stand them in good stead in years to come.

Another partnership that is vital for sustaining the school is that with the Mamelodi community, and in particular the parents, grandparents and other family members of the CAFCA learners, who support the school in word and deed. It is not unusual for parents or grandparents to be present for the entire duration of the Saturday classes.

Jazz is a proud legacy of the Mamelodi community, which yielded, among others, the likes of Phillip Thabane, Lucky Ranku, Julian Mbahula and legendary jazz guitarist, Moss Mogale, who plays a major role in the creative leadership of the school.

While most of the CAFCA learners are from disadvantaged families, their participation in the programme is not from a position of deficit. Rather, it is from a position of pride in the unique heritage they share. Unfortunately, paying the modest music school fees is a stretch for many of the parents. Buying their children their own musical instruments is simply not achievable. Jesse is, however, keenly aware of this limitation, which is why CAFCA provides instruments on loan for a large number of the learners.

Apart from the small tuition fee income, the school depends heavily on grants and donations, with funds having been received from the likes of the National Lottery, among others. With the value of CAFCA's contribution to the Mamelodi community and the lives of individual learners established beyond any doubt, achieving financial sustainability remains a challenge.

Any contribution, big or small, financial or in kind (for example musical instruments or foodstuffs for the Saturday lunches) would be much appreciated.

Readers who wish to become involved or who require more information are welcome to contact Jesse.

Cell: 083 445 1315

Email: jaymogmusic@gmail.com

INTERNATIONAL COLLABORATION

Mamelodi Business Clinic

Find more information at: <http://www.up.ac.za/business-clinic>

Email: businessclinic@up.ac.za | Telephone: 012 842 3580

In the last 16 months, the Department of Business Management, through the Mamelodi Business Clinic, has been focusing its attention on creating collaborative and educationally enriching approaches geared towards the achievement of UP's goal of curriculum transformation. These efforts have led to valuable international connections that have, in turn, seen the Mamelodi community, including the students on Mamelodi Campus, become core beneficiaries of collaborative efforts.

The Mamelodi Business Clinic has successfully managed to bridge the gap between its students, clients and the international world through its relationships with international universities. This has been achieved through an understanding of the importance of a strategic push towards globalisation that promotes local uniqueness.

Mamelodi Campus is in a singular position to promote internationalisation while protecting the local culture. It has the potential to be a campus of the future, where the students and the community learn beyond the classroom and beyond national borders. The following projects represent steps in this direction.

Lessons for business owners from Belgian counterparts

The Department of Business Management's Dawie Bornman facilitated a collaboration activity with delegates from the Karel de Grote University in Belgium. The international guest

visited five of the Mamelodi Business Clinic's clients and assisted them in the development of a locally effective, yet internationally accepted business model. The business model was derived from a presentation by the business owners and subsequent in-depth interviews by the students. This was followed by a strategy session and a presentation depicting how similar businesses address similar challenges in Belgium, and how a method replication can be applied in the local context to gain a competitive advantage. The local business owners used this opportunity to identify areas in which their businesses are overdue for innovation.

From Africa to the Japanese consumer

The Mamelodi Business Clinic has fostered a productive relationship with UP's Centre of Japanese Studies, where their collaboration provided

an opportunity for students from Sophia University in Tokyo, Japan, to co-create in the design of uniquely South African products that are tailor-made for the Japanese youth. The clinic intends to expand the market and expertise of this incubatee sewing group to meet international trends and quality standards, while also exposing the young Japanese students to African design and ways of doing business.

Cross-continental collaboration

Among other projects with the University's Japanese Centre, the Mamelodi Business Clinic has been working with the local Tourism Forum in Mamelodi to create international links and learning opportunities. Delegates from Rikkyo University in Tokyo, Japan, visited Mamelodi Campus to provide insights into how Japan galvanised its tourism industry to make it profitable for small tourism businesses. This experience facilitated a cultural connection and an opportunity for valuable intellectual exchanges.

COMMUNITY SERVICES



Mamelodi Animal Health Clinic (MAHC)

MAHC provides primary animal health care to the community of Mamelodi and the surrounding areas of Eersterust and Nellmapius.

Siyathemba Clinic for Occupational Therapy

The Siyathemba Clinic provides schoolchildren with free therapy.

Itsoseng Clinic

The Itsoseng Clinic offers comprehensive psychological services to the community in order to turn needs into opportunities.

Mae Jemison US Science Reading Room (Mae J)

The Mae J is a fun-filled hub of activity for school learners and is an initiative of the US Embassy that advances its goal to prepare South African youth for the global workforce through the English language and enhanced educational opportunities.