FACULTY OF EDUCATION (UJFE) IN 2019 AT A GLANCE
Dynamic knowledge making for the 21st century
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The University of Johannesburg Faculty of Education (UJFE) in 2019 at a Glance

- The UJFE is housed on three campuses: Soweto Campus (SWC), Auckland Park Kingsway (APK) Campus and the research village on the Auckland Park Bunting (APB) Road campus.
- In 2019, the UJFE consisted of five academic departments and three research centres. It housed four National Research Foundation (SARChI) Chairs.
- Types of qualifications offered: Initial teacher education (ITE) qualifications: Bachelor of Education (BEd) and Postgraduate Certificate in Education (PGCE); qualifications for continuous professional development: Advanced Diploma in Education (AdvDip in Ed) and Postgraduate Diploma in Education (PGDip in Ed); and postgraduate programmes at honours, master’s and doctoral level.
- Flagship programme area, in accordance with UJ criteria: Childhood Education (Soweto Campus).
- Three strongest postgraduate programme areas: Educational Psychology, Educational Leadership and Management, and Information and Communication Technology (ICT) in Education.
- Total number of students: 4043.
- Total number of undergraduate students: 3067.
- Total number of master’s students: 492.
- Total number of PhD students: 132.
- Total number of graduates: 1034.
- Module (course) completion rate for the initial teacher education degree (BEd): 92.6%.
- Total number of full-time academic staff (including assistant lecturers): 83 (84 – including Executive Dean).
- Number of full-time academic staff with doctoral degrees (excluding assistant lecturers): 56.
- Total number of administration and support staff: 23.
- Research output submitted to the Department of Higher Education for accreditation: 152.11 research units.
- Two schools associated with the Faculty: UJ Metropolitan Academy (secondary school) and Funda UJabule School (primary school).
- Research journals hosted by the Faculty: Education as Change and the South African Journal of Childhood Education.

Strategic Direction

The Faculty of Education strives towards dynamic knowledge making for the 21st century. This implies to us future oriented and globally significant teaching and research, which is simultaneously contextually grounded. The imperative of global and contextual relevance means that our work should be cutting edge and robust globally whilst addressing local education needs and issues. The Faculty contends that teacher education and development should be steeped in local challenges but should also aim to provide pre-service and in-service teachers and other educational practitioners with the tools to deal with the demands of a fast-changing world, which is increasingly driven by technology. This is in line with the 4IR focus of UJ.
The UJFE’s Operating Context

Campuses

The Faculty offers academic programmes on two campuses, namely the Soweto Campus (SWC) and the Auckland Park Kingsway Campus (APK). The Centre for Education Rights and Transformation (CERT) is situated in the research village on the Auckland Park Bunting Road Campus (APB).

Soweto Campus

The SWC houses three academic departments, namely Educational Psychology, Education Leadership, and Management and Childhood Education. The Campus is also the home of the Centre for Education Practice Research (CEPR) and of two National Research Foundation (SARChI) Chairs, namely the Chair in Education and Care in Childhood (Chair holder: Prof Jace Pillay), and the Chair in Integrated Studies of Learning Language, Science and Mathematics in the Primary School (Chair holder: Prof Elizabeth Henning, who is also the director of CEPR.

The postgraduate educational psychology programmes based on SWC attract large numbers of high calibre students. In addition to educational psychology, another prominent focus of this Department is special needs education with special reference to neurodevelopmental learning needs. The Department is a leader in the country in this field. The Department also has a strong footprint in the professional development of teachers, in relation to curriculum differentiation, scholastic assessment and remedial education.

The focus area of education in childhood is a particular strength of the Faculty. The programme of activities of childhood education is managed by the Department of Childhood Education (DCE) and the CEPR. The CEPR has four main areas of work, which include research, journal publication, teacher development, and research capacity development. The Department of Childhood Education offers Bachelor of Education (BEd) programmes for the foundation and intermediate phases of schooling. It also offers postgraduate programmes. A recent addition to the childhood education focus area is the Centre for African Languages Teaching (CALT@UJ). The overall aim of the CALT@UJ is to enable practice-based research and research-based practice in the education and development of teachers who teach African languages in the foundation phase and
intermediate phase of schooling and who teach through the medium of African languages in the foundation phase of schooling.

The Funda UJabule School, a teaching school, which serves the same purpose for training teachers as teaching hospitals serve for training medical practitioners, is integral to many of the activities of childhood education. It is a public school, but also a site for primary school teacher education and an education laboratory.

The Department of Education Leadership and Management offers continuous professional development and postgraduate programmes on SWC and a highly successful online Master’s in Education Management, which attracts large numbers of students. The education leadership and management programmes are particularly popular with school leaders (heads of departments, deputy principals and principals).

**The Auckland Park Kingsway Campus (APK)**

Though the Departments of Educational Psychology and Education Leadership and Management are officially situated on SWC, these departments also have staff members on APK Campus due to their involvement in teaching in the secondary school teacher education programmes, which are offered on this campus. Two departments are fully situated on APK Campus, namely Education and Curriculum Studies, and Science and Technology Education. Postgraduate programmes straddle many areas of learning and research. Science Education and Information and Communication Technology in Education are strong programmes at this site. The highly successful online Master’s in Information and Communication Technology attract students around the globe.

Higher education as a field of study is also housed on APK Campus. The NRF Chair in Teaching and Learning in Post-school Education and Training (vacant in 2019) and the Ali Mazrui Centre for Higher Education Studies (Director: Prof Michael Cross) operate from this campus. The research, training and networking agenda of this Centre is located within UJ’s Pan-Africanist ambition.

**Auckland Park Bunting Road Campus (APB)**

The CERT is housed in the research village on APB Campus. The imperative of the CERT is to make a positive contribution to knowledge creation and social transformation and to create synergy between scholarship, social action and community outreach. A 2019 addition to the APB campus, emanating from the work of CERT, is the National Research Foundation (SARChI) Chair in Community, Adult and Worker Education (CAWE). Prof Salim Vally is both the director of CERT and the Chair holder.
Staffing

Faculty of Education Leadership and Management Committee (FELMC) in 2019

The Faculty of Education Leadership and Management Committee (FELMC), consisting of the Executive Dean, Vice-Deans, Heads of Departments and Head of Faculty Administration, met once every three weeks during 2018. The members of the FELMC in 2019 were: Prof Sarah Gravett (Executive Dean), Prof Juliet Perumal and Prof Mdu Ndlovu (Vice-Dean: Research and Internationalisation – shared during the course of the year), Prof Nadine Petersen (Vice-Dean: Teaching and Learning), Dr Tumi Diale (Head of Department: Educational Psychology), Prof Pierre du Plessis (Head of Department: Education Leadership and Management), Dr Sarita Ramsaroop (Head of Department: Childhood Education), Prof Joseph Divala and Dr David Robinson (Head of Department: Education and Curriculum Studies – shared during the course of the year), Prof Umesh Ramnarain (Science and Technology Education), and Dr Gadija Petker (Head of Faculty Administration).

The main purpose of the FELMC is to provide leadership and management regarding the execution of the Faculty’s strategic intent and values, as well as to oversee quality assurance measures.
Overall staff profile

In 2019, the Faculty had 84 full-time permanent academic staff members (including the Executive Dean) (78 in 2018). The number of administration and support staff was at 23 in 2019 (23 in 2018).

In 2019, 67% (n=56) of academic staff (excluding assistant lecturers) held doctoral degrees.

The profile in terms of level of appointment was as follows: 7 assistant lecturers (8%); 30 lecturers (36%); 22 senior lecturers (27%); 12 associate professors (14%); and 13 professors (15%).
The following trend in relation to academic staff levels is discernible over five years:

![Academic staff levels: 2015 - 2019](image)

The profile in terms of equity reporting for academic staff was 67% (n=56) designated (excluding white women) and 33% (n=21) non-designated, including international staff (n=7). The gender profile in 2019 was male: 43% (n=36) and female 57% (n=48).

The following five-year trend is discernible:

![Employment equity (EE): Academic staff 2015 - 2019](image)

The profile in terms of equity reporting for administration and support staff was 58% (n=16) designated (excluding white women) and 42% (n=7) non-designated. The gender profile in 2019 was male: 8% (n=2) and female 91% (n=21).

The profile in terms of equity reporting of senior academic staff was as follows: of the
twelve (12) associate professors, six (6) were designated, and six (6) non-designated (including three African foreign). The profile for professors: (n=13); seven (7) were designated and six (6) non-designated.

The gender profile for associate professors was: six (6) male and seven (7) female, while the gender profile for professors was seven (7) male and five (5) female.

The demographic profile of the academic leadership group (Dean, Vice Deans, HoD’s and HFA) (n=9): six (6) designated and three (3) non-designated. The gender profile was five (5) female and four (4) male.

**Assistant lecturers**

The purpose of the assistant lecturer programme is to provide additional teaching capacity with a focus on areas of strength and scarce skill, and to nurture a new generation of scholars. In 2019 two (2) assistant lecturers worked in the Department of Childhood Education, three (3) in the Department of Science and Technology Education and one (1) assistant lecturer in each of the following departments, Education Leadership and Management and Education and Curriculum Studies.

**Distinguished visiting professors**

The following eminent scholars are distinguished visiting professors in the Faculty. These DVPs play an important role in the Faculty’s push towards an enlarged global footprint. The bulk of the Faculty’s international collaborative work is linked to these DVPs.

<table>
<thead>
<tr>
<th>NAME</th>
<th>INSTITUTION</th>
<th>AREA/DEPARTMENT</th>
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</thead>
<tbody>
<tr>
<td>Annamarie-Fritz Stratman</td>
<td>University of Duisberg-Essen</td>
<td>Childhood Education/CEPR</td>
</tr>
<tr>
<td>Catherine Snow</td>
<td>Harvard University</td>
<td>Childhood Education/CEPR</td>
</tr>
<tr>
<td>Bruce MacFarlane</td>
<td>University of Bristol</td>
<td>Ali Mazrui Centre for Higher Education Studies</td>
</tr>
<tr>
<td>N'Dri Assie Assie-Lumumba</td>
<td>Cornell University</td>
<td>Ali Mazrui Centre for Higher Education Studies</td>
</tr>
<tr>
<td>Elias Mpofu</td>
<td>University of North Texas, USA</td>
<td>Educational Psychology</td>
</tr>
<tr>
<td>Jari Lavonen</td>
<td>University of Helsinki</td>
<td>Childhood Education/CEPR</td>
</tr>
<tr>
<td>Phillip Hallinger</td>
<td>Mahidol University</td>
<td>Education Leadership and Management</td>
</tr>
<tr>
<td>Hsin-Kai Wu</td>
<td>National Taiwan Normal University</td>
<td>Science Education</td>
</tr>
<tr>
<td>Kerry Kennedy</td>
<td>Hong Kong Institute of Education</td>
<td>Education and Curriculum Studies</td>
</tr>
<tr>
<td>Carmel McNaught</td>
<td>Chinese University of Hong Kong</td>
<td>ICT in Education</td>
</tr>
<tr>
<td>Tony Onwuegbuzie</td>
<td>University of Cambridge and Sam Houston University</td>
<td>Education Leadership and Management and Educational Psychology</td>
</tr>
<tr>
<td>Jane Knight</td>
<td>University of Toronto</td>
<td>Ali Mazrui Centre for Higher Education Studies</td>
</tr>
<tr>
<td>Imanol Ordorika</td>
<td>Instituto de Investigaciones Económicas, Universidad Nacional Autónoma de México</td>
<td>Ali Mazrui Centre for Higher Education Studies</td>
</tr>
<tr>
<td>Antonia Darder</td>
<td>Loyola Marymount University</td>
<td>Education Leadership and Management</td>
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</tbody>
</table>
Students

Qualification types and enrolments

The table that follows shows the distribution of enrolments across the qualifications offered by the Faculty over five years.

<table>
<thead>
<tr>
<th>Qualification type</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
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</thead>
<tbody>
<tr>
<td>Advanced Certificate in Education (ACE)</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Diploma in Education (AdvDip in Ed)</td>
<td>43</td>
<td>44</td>
<td>36</td>
<td>45</td>
<td>66</td>
</tr>
<tr>
<td>Bachelor of Education (BEd) degree</td>
<td>2940</td>
<td>2973</td>
<td>2901</td>
<td>2846</td>
<td>2807</td>
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<tr>
<td>Non-Degree Purposes (Undergrad)</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
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<tr>
<td>Postgraduate Certificate in Education (PGCE)</td>
<td>221</td>
<td>200</td>
<td>274</td>
<td>225</td>
<td>194</td>
</tr>
<tr>
<td>Postgraduate Diploma in Education (PGDip in Ed)</td>
<td>7</td>
<td>27</td>
<td>39</td>
<td>43</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Education Honours degree (BEd Hons)</td>
<td>366</td>
<td>412</td>
<td>330</td>
<td>282</td>
<td>309</td>
</tr>
<tr>
<td>Master’s degree (MEd)</td>
<td>190</td>
<td>195</td>
<td>218</td>
<td>477</td>
<td>492</td>
</tr>
<tr>
<td>Doctoral degree (PhD/DEd)</td>
<td>127</td>
<td>120</td>
<td>116</td>
<td>137</td>
<td>132</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3957</strong></td>
<td><strong>3951</strong></td>
<td><strong>3903</strong></td>
<td><strong>4052</strong></td>
<td><strong>4043</strong></td>
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Enrolment targets and enrolment management

A total of 4 043 students were enrolled in 2019, of whom 3 067 were undergraduates (76%) and 976 postgraduate students (24%), compared to the 2018 enrolment of 3 117 (77%) undergraduates and 935 (23%) postgraduates.

Enrolments in the master’s degree increased from 477 in 2018 to 492 in 2019. This increase was due to the introduction of two online master’s qualifications. Doctoral degree numbers decreased from 137 in 2018 to 132 in 2019.

First-time entering undergraduate degree enrolments were 658 in 2019 compared to 644 in 2018. Enrolments in the ITE programmes, namely the BEd and the PGCE decreased in 2019 (n=3 000) compared to 2018 (n=3 071). The decrease was planned to enable the Faculty to enrol students in its qualifications for the professional development of in-service educators, which will be rolled out in the future.

The graphs that follow provide a five-year perspective on the enrolment pattern.
The non-enrolment of students in the Advanced Certificate in Education (ACE) in 2016 and beyond is due to the phasing out of the one-year ACE programme as qualification type. The classification of the PGCE changed in 2015 to an undergraduate programme. A new qualification type, the Advanced Diploma in Education (AdvDip) was offered for the first time in 2014.
The Postgraduate Certificate in Education (PGCE) qualification classification changed from a postgraduate programme to an undergraduate programme in 2015, therefore the enrolment for 2016 onwards forms part of the undergraduate programme enrolments.

Student demographics
In 2019, the student profile in terms of demographics was: Black 80% (n=3,253); Coloured 5% (n=215); Indian 4% (n=155); White 8% (n=306); and International 3% (n=114), compared to the 2018 profile of Black (80%); Coloured (5%); Indian (4%); White (8%); and International 3%.

Student performance
The academic performance of students was generally satisfactory. The course success rate for the BEd (four-year undergraduate degree) remained stable at 93% in 2018 and 93% in 2019.

Graduate outputs
In 2019 a total number of 1034 students graduated.
Graduate outputs

In 2019 a total number of 1034 students graduated. The graduation pattern is expanded on in the graphs that follow.
No PGCE graduates are reflected from 2015 onwards due to the reclassification of the PGCE as an undergraduate programme.

**Student progress**

**Undergraduate programmes**

A large number of undergraduate students do not complete the BEd degree in the minimum time of four years. The 2016 BEd cohort enrolment was 794, and 49% of students completed the degree in 2019 within the minimum timeframe of 4 years. Although the Faculty’s figure for students completing in regulation time for the four-year undergraduate degree is more favourable than that of the University overall, the large number of students not completing the BEd degree in minimum time remains a concern.

**Master’s and doctoral programmes**

The Faculty remains concerned about the progress and performance of master’s and doctoral students in relation to finishing within the expected time frame. Cohort studies to track their progress confirm a high drop-out rate and in some cases slow progress.

The University tracks the percentage of master’s students who complete the master’s degree within 24 months. Of the 55 students that graduated in 2019, zero (0) students completed in 24 months. Twenty (20) students completed within 36 months and in addition, sixteen (16) in 48 months. Sixteen (16) students took between five (5) and seven (7) years to complete their master’s degree and three (3) students took 10 years.

Similarly, the percentage of doctoral students who complete doctoral degrees within 48 months is tracked. Of the 16 students that graduated in 2019, two (2) students completed in 36 months, one (1) student completed in 48 months, and three (3) students completed within 60 months. Ten (10) students took between six (6) and seven (7) years to complete their doctoral degree.

**Support to initial teacher education (ITE) students**

The continuous improvement of ITE is a Faculty priority. To this end work initiated in 2018 continued – to eliminate hindrances to throughput in minimum time. In addition, the highly successful tutor programme continued to offer excellent benefits to students.

The Faculty takes all first-year students off-campus on an, what we refer to as an excursion, as part of its first-year experience programme. The excursion aims to consolidate efforts for the enculturation of students into higher education. In the secondary school ITE programme (BEd Senior and FET phase), the focus of the excursion is to highlight and explore issues of social justice, such as human rights, privilege, culture.
self-identity, religion, student sexuality and consent, HIV and AIDS, and student resilience. Simulation games as pedagogical tools enabled optimal student engagement – the games were designed to help student teachers confronted current challenges such as poverty and injustice in an authentic fashion.

The purpose of the educational excursion for first year students in the primary school teacher education is similar to that of the secondary school ITE programme, though another theme is foregrounded, namely “I teach for the future”. This theme is explored through playful activities including games, simulations, dance, music and movies.

The PGCE students also partake annually in an excursion. In 2019 the excursion took place after students had returned from their first three-week work integrated learning (WIL) session in schools. The excursion theme “Let’s Teach” allowed students to interrogate issues relating to dealing with learner behaviour, teacher professionalism and self-care and integrative pedagogies. Social justice in relation to teaching was also a focus. Here the excursion organisers used an adapted privilege walk activity – asking students to first complete the activity from their own perspective and then from the viewpoint of a learner they got to know during their recent WIL period. Subsequent discussions touched on self-awareness and practicalities of teaching learners with such a wide range of privileges in one class. A highlight was the students’ interaction with a panel of practicing teachers who could provide a practice-based response to student queries about teaching and teacher professionalism.

Edu-Community, a student-led organisation with the aim to empower and support education students spearheaded a new initiative in 2019 to support Education students, namely a peer-mentoring programme. Through the invention of the manager for initial professional education of teachers (IPET), the university’s Centre for Academic Development (CAD) customised a mentor training programme for senior students. Through this programme Edu-Community mentors assisted their peers in the induction and enculturation into higher education.
Teaching And Learning Programmes And Highlights

Qualifications
The Faculty offers the following qualifications

**INITIAL TEACHER EDUCATION PROGRAMMES**
- Bachelor of Education (BEd) in Foundation Phase Teaching (Grade R-3)
- Bachelor of Education (BEd) in Intermediate Phase Teaching (Grade 4-7)
- Bachelor of Education (BEd) in Senior Phase and FET Teaching (Grade 7-12)
- Postgraduate Certificate in Education (PGCE)

**CONTINUOUS PROFESSIONAL DEVELOPMENT PROGRAMMES**
- Advanced Diplomas in Education (AdvDip)

**POSTGRADUATE PROGRAMMES**
- Postgraduate Diploma in Education (PGDip)
- Bachelor of Education Honours (BEd Hons)
- Master of Education (MEd)
- Doctor of Education (DEd) in Educational Psychology
- Doctor of Philosophy in Education (PhD)

**Teaching with technology**
In 2020 the faculty built on its efforts of 2019, where all courses in the ITE programmes were mandated to use the affordances of Black Board optimally and to include at least one online assessment. In 2019, extensive use was made of learning consultants to work individually with staff to optimise their use of learning technologies. In particular, platforms for student engagement and discussion were prefaced.

Curriculum adaptation also occurred in ICT-based courses in ITE programmes. The ever-changing nature of the field of learning technologies and rapid developments in nature of technological tools and services resulted in coverage of the most up-to-date and relevant aspects of the field. For instance, lecturers incorporated relevant learning technologies, tools, and services in their own modules serving as a model for student teachers on how to use the technology in their own teaching. Two modules were offered entirely online with the aim to expose undergraduate students to alternative methods of education.
Learning design innovation encouraged students to not only ‘lurk’ and consume resources, but rather to become active members in these networks, increasing their sense of agency as one of the competencies for a changing world, whilst advancing notions of life-long learning (which is also required of teachers in the age of 4IR, thus serving a dual purpose). An explicit ICT presence was also introduced in the first year of the BEd to prepare students to become innovative teachers with the necessary teaching and assessment skills required in a 21st century classroom.

In 2019 the Faculty offered two fully online master’s programmes, namely the Master in Information and Communication Technology (ICT) and the Master in Education Management. These programmes attracted students from around the globe, and the student feedback was exceptionally positive.

Progress was also made with the online development of the BEd in Foundation Phase Teaching and the PGCE and some modules were piloted successfully. These programmes will be offered online in 2020.

**Teaching and learning in relation to 4IR**

The Faculty of Education’s work in relation to 4IR mainly explores the competencies, teaching, learning, curricula, teacher preparation and teacher development required for a rapidly changing world in which technology is becoming increasingly pervasive, including the potential of new technologies to enrich/transform education.

The Faculty has embarked on a process to assess the relevance of our programmes and to ensure that our teacher education curricula adequately address 21st century literacies and newer themes/topics about child development and learning from the cognitive sciences and neurodevelopmental cognitive science.
The 21st century literacies that our students need to acquire are digital literacy and information literacy. Though teaching with Information and Communication Technology (ICT), cannot be considered as “new” anymore, we aim to ensure a sufficient focus on the use of ICT for teaching in a digital era. Another aspect that will have to receive increasing is teaching with artificial intelligence (AI) – how AI can be harnessed to improve education and opportunities for learners.

An example of a successful innovation was in the collaboration between the final year secondary school teacher education students with the Faculty of Art, Design and Architecture (FADA) digital media design students. FADA served as experts in digital media design, its involvement enhanced the work of education students in imagining and researching the idea of an ‘ideal teacher. Students were encouraged to think deeply and express their ideas about what it means to be “ideal” in their field in the era of 4IR using various software, technology and principals of design. Students learned how to connect, teach, engage and most importantly learn from others in order to create an “ideal” space that allows for a more dynamic way of providing and obtaining knowledge and understanding.

Fourth year BEd students showcasing digital stories related to the ideal teacher for the South African School Context in the era of 4IR

In addition, the redesigned course offered different ways of learning new methods of problem solving and critical thinking and provided opportunities for students to experiment with new technologies and the potential use of augmented reality. At the outdoor exhibition in October 2019, students presented digital stories through augmented reality. This was followed by using Virtual Reality in order to create an online platform that showcases the students’ work and that is accessible to anyone, anywhere.

A short learning programme (SLP) related to 4IR namely: Teaching in the 4th Industrial Revolution was developed and approved for delivery for implementation in 2020. This SLP encourages teachers to learn more about how they can contribute to bring about the rapid transformation required to address the needs of learners in the development of 21st century competencies as they prepare to live and work in a fast-changing world.
Research

Research Chairs and Centres

Centre for Education Practice Research (CEPR) and NRF SARChI Chair: Integrated Studies of Learning Language, Science and Mathematics in the Primary School (Director and Chair Holder: Prof Elizabeth Henning)

The research in the Centre for Education Practice Research (CEPR) comprises knowledge production in three main areas, namely, 1) reading and writing of STEM texts in the primary school, 2) assessment of mathematics and language competence of B.Ed students, and 3) early literacy in children’s home language and in English.

In 2019 11 MEd- and 12 PhD student team members, along with various academics from the Department of Childhood Education (DCE) shared their research knowledge and supervision skills in integrated projects. Three distinguished visiting professors have collaborated with researchers in the centre and its partner department, along with seven associated researchers from various universities. Prof Annemarie Fritz-Stratmann (University of Duisburg-Essen) has come to the end of her five-year term, having contributed to the development of our research in mathematical cognition and assessment and mathematical learning difficulties of young children. Prof Catherine Snow (Harvard) and Prof Jari Lavonen (Helsinki University) are continuing their collaboration in joint inquiries and publications.

Although the main brief of the CEPR and the Chair is research, the centre also invests in research capacity building of teachers and young academics in on-going workshops and seminars. In addition, the South African Journal of Childhood Education is edited and managed from the CEPR.

The CEPR highlights for 2019 included the graduation of five PhD and seven MEd students. The final MARKO-D SA test for early numeracy competence, with its materials and manual, was published. This 48-item interview-based test assesses learners at school entry level to find out which ones may need immediate support and to guide teachers on the pace and the depth for early instruction of mathematics.

Another highlight was a Standard Bank Foundation grant award for assessment of the primary school learners in ‘robo-clubs’ in 20 schools. The UJ Technolab conducts the teacher development for this project. 2019 also saw the first robot-making workshop, sponsored by the Telkom Foundation. This took place at the Funda UJabule School on the UJ Soweto campus.

The final highlight of the year was the news that Prof Leila Patel, Prof Elizabeth Henning and Prof Jace Pillay (SARChI Chairs at UJ), have been awarded a SARChI NRF Community of Practice (CoP) status with long-term funding to collaborate in a joint project about Education and Care and Childhood.
NRF SARChI Chair: Education and Care in Childhood  
(Chair holder: Prof Jace Pillay)

Based on the feedback given after the five year review the research focus of the Chair was narrowed down to the mental health of children and youth which emerged as a critical finding from the first five year period.

In the area of postgraduate supervision, five new doctoral and five new masters’ students registered. One doctoral and one master’s student graduated. With regard to research publications, six journal articles co-authored with PDRFs and postgraduate students were published in 2019.

A public lecture from the distinguished President of the International Union of Psychological sciences, Prof Pam Maras was a highlight. In addition, a public seminar was held to showcase the research conducted by postgraduate students.

A particular highlight of 2019 was the launch of the research project on a Web-Based (4IR) Child and Youth Mental Health Profiling System (CYMHPS) on 18 October. This launch was a joint endeavour of the Gauteng Premier’s Office and Gauteng Department of Education. Out of the six research grant applications submitted one was obtained (to the value of R500 000 from UJ 4IR seeding funding).

Active research collaborations were established with Prof Gavin Davidson from Queen’s University in Northern Ireland on CYMH, Prof Ramani Durvasula from California State University (USA), Prof Kate Whetten from Duke University (USA), Prof Michael Ungar from Dalhousie University (Canada) and Prof Pam Maras from Greenwich University (UK).

Pan African collaborations were established with Drs Teresa Wmoma and Emily Sitienei (Kenya).

Lastly, eight conference presentations were made (three international and five local). Four were keynotes/invited speaker and the highlight was the invited speaker at the Oxford Symposium on School-Based Family Counselling.

Ali Mazrui Centre for Higher Education Studies  
(AMCHES) (Director: Prof Michael Cross)

Significant progress has been made by the Centre towards achievement of its strategic priorities in 2019. The nine PhD students attached to the Centre have made considerable progress and are set to complete their studies in 2020. The Centre’s research training programme continues to provide quality support and professional engagement opportunities to postgraduate students, postdoctoral research fellows (PDRFs), research associates and staff.

Perhaps the biggest stride by the Centre has been in the improved quality of research productivity, including projects on size and shape of higher education (HE); the labour market and funding of HE; issues of HE access; generations of African scholars and HE institutions; teachers and teacher unions; curriculum change and responsiveness; and ICT integration and the Fourth Industrial Revolution.

Efforts towards consolidating networks and policy dialogues, have also grown substantially. At the international level, a major highlight was to be co-host of the visit by Prof Boaventura de Sousa Santos, a well-known expert on Epistemologies of the South. He delivered a lecture at the joint event with Wits University entitled Towards Alternative Epistemologies and Pedagogies: Conversations with Professor Boaventura de Sousa.
Santos. His thought-provoking lecture at UJ was dedicated to the theme: Information, Understanding, Transformation: The challenges of the Fourth Industrial Revolution. AMCHES is working with its partners towards publishing his engagements with South African scholars and audiences under the theme “Conversations with Boaventura”.

The Centre accomplished the following in terms of research output (DHET accredited): two books, six book chapters and, eight articles published; in addition, the following are under review: four books, seven book chapters and five articles.

**DHET-DST/NRF SARChI Chair in Community, Adult and Worker Education (CAWE) (Chair holder: Prof Salim Vally)**

The Chair was awarded to Professor Salim Vally in February 2019 and draws on the work of the Centre For Education Rights and Transformation (CERT) and the Centre For Integrated Post-School Education and Training (CIPSET) located at the University of Johannesburg and Nelson Mandela University respectively. The overall objective of the Chair’s research programme is to understand the role and purposes of community, adult and worker education for progressive social change in an era of unprecedented economic, social and ecological crises.

The Chair has enrolled five doctoral and six masters’ students as well as a post-doctoral fellow and values research based on the development of transdisciplinary, collaborative and engaged scholarship and its appropriate methods and strategies. Research areas include: Pedagogies for community education and training including the community-school nexus, adult education, worker education and their relationship to skills for sustainable livelihoods and socially useful work; youth unemployment; society and work; solidarity economy; climate change and education, training and employment, the green economy and marginalised and migrant communities. Other areas include: Community Education and Training Colleges and other Post School Education and Training (PSET) institutions; ICT, digital learning, 4IR and the impact of PSET on addressing unemployment, poverty and inequality.

In its first year, the Chair’s research outputs include two books, three chapters in books, two journal articles and seven keynote addresses. The Chair also established the CAWE Network consisting of key individuals and organisations - beyond the Chair’s core team - working in the areas of community, adult and workers’ education. The Network was established to produce, share and exchange research and experiences in the sectors.

In March 2019, the Chair delivered the keynote address at the DHET Capacity Building Workshop. Participants at this workshop included policy makers and academics from various universities involved in curriculum design and academic programme development for lecturers in adult and vocational education. A similar keynote address was given at the first annual workshop of the Quality Council for Trade and Occupation.

The Chair and the South African office of DVV International (Institute for International Cooperation of the Deutscher Volkshochschul-Verband e.V.) co-hosted a conference on adult education and community colleges at UJ on the 2nd of December 2019. The Chair and DVV have started a digital platform for adult and youth education.
Centre for Education Rights and Transformation (CERT) (Director: Prof Salim Vally)

CERT’s research output for the year includes ten accredited journal articles, one book and one book chapter.

Three workshops were held in Tarlton, in Mogale City, Gauteng, during the month of June, focusing on vulnerable workers, and marginalised communities in general. Participants included farm and domestic workers, youth and the unemployed. This is part of ongoing work which seeks to stimulate discussion on the rights and experiences of vulnerable social categories in South Africa.

The annual Neville Alexander Commemorative Conference attended by 220 participants was held in December at UJ and addressed issues such as multilingualism in education; gender based violence; xenophobia and 4IR.

Education as Change (EaC) is an accredited, scholarly open access journal that publishes original articles reflecting critically on issues of equality in education and on the ways in which educational practices contribute to transformation in all education sectors. EaC is listed by DHET/ScieloSA/Web of Science/Scopus/Social Sciences Citation Index amongst others. All full time CERT staff are members of EaC’s Management Board together with two Faculty staff members. At an EaC Board meeting in October it was decided that the Chair and CERT should house the journal and a new interim chief editor was appointed.

NRF SARChI Research Chair in Teaching and Learning

This Chair was vacant in 2019. It will be taken up by a new Chair holder in 2020.

Research productivity and output

Overview

The Faculty’s research output has increased notably during the past few years.

![Research Output Pattern 2015 - 2019](image)

(2019 numbers are based on submitted research to DHET)

The Faculty’s research output, comprising articles in accredited journals, research based books and conference proceedings, increased in 2019, in comparison to the 2018 output. The research output generated in 2018 amounted to 127.76 units, and in 2019 to 152.11 units.
In 2019 the top performers in terms of accredited research output for professors (producing 2.5 units or higher) were: Prof Linda Chisholm (8.26 units), Prof Umesh Ramnarain (4.53 units), Prof Juliet Perumal (3.33 units), Prof Jace Pillay (3 units) and Prof Piet Ankiewicz (2.96 units).

The top performers in terms of accredited research output for associate professors, senior lecturers and lecturers (producing 2.0 units or higher) were: Associate professors: Prof Nicky Roberts (3.16 units), Prof Anthony Brown (2.77 units), Prof Leila Kajee (2.00 units), Prof Pierre Du Plessis (2.84 units) and Prof Max Sefotho (2 units). Senior Lecturers: Dr Lydia Mavuru (2.47 units), Dr Sam Ramaila (2.09 units) and Dr Mondli Hlatshwayo (2.00 units).

The per capita output of professors was 2.16 units, the per capita output of associate professors was 1.55 units and of senior lecturers 1.12 units.

It is pleasing that more permanent academic staff members contributed to research output in 2019. In 2019, the number of research active academics increased to 56 from 43 in 2018. Though there is an increase in research productivity, some full-time academics with doctoral degrees did not contribute to the research output. The lack of or limited engagement in research by some members of staff was indicated as an issue in the 2018 Faculty review report. The analysis of staff involvement in 2019, shows that there has been an increase in staff publication of research.

In 2019, 24 postdoctoral research fellows were involved in the Faculty – twelve renewals and twelve newly appointed. These fellows are contributing to strengthening the research footprint of the Faculty, their contribution to research output has seen a gradual increase in the last year.

National Research Foundation rated researchers

In 2019, the following academics were NRF-rated researchers in the field of education:

C-rated (established researchers): Professors Jace Pillay, Chris Myburgh, Raj Mestry, Umesh Ramnarain, Shireen Motala, Juliet Perumal, Gert van der Westhuizen, Nadine Petersen, Piet Ankiewicz, Elizabeth Henning, Yu Ke, Caroline Long, and Salim Vally.

B-rated (internationally acclaimed researchers): Prof Linda Chisholm, Distinguished Visiting Professor (DVP) Kerry Kennedy and DVP Carmel McNaught.

![DVP Carmel McNaught](image1)
![Prof Linda Chisholm](image2)
![DVP Kerry Kennedy](image3)
A-rated researchers (leading international researchers): DVP Tony Onwuegbuzie and Philip Hallinger.

Community Outreach And Public Engagements

UJ associated schools

The Faculty is the guardian of UJ Metropolitan Academy (UJMA). In 2019 the school was designated as a “Mathematics, Science and ICT Schools of Specialisation with focus on High Tech and Innovation”.

The launch of UJ Metropolitan Academy as a School of Specialisation
The Funda UJabule School on the Soweto Campus is not only a teaching school, but it also serves the surrounding community in terms of childhood education.

Public engagements, seminars, symposia and conferences
Numerous public lectures, seminars and workshops were hosted by the Faculty, departments, centres and chairs. Many of these had an explicit 4IR focus.

The two most prominent 4IR events hosted by the Faculty were:

• The International Council on Education for Teaching (ICET) 63rd World Assembly.
  The theme of this conference was: Reconceptualising teacher education for the 4th Industrial Revolution and knowledge democracy: teaching beyond the 3Rs.
• A symposium involving Deans of Education and representatives from all teacher education institutions on 4IR in relation to teacher education (September)

The Faculty also hosted a series of public engagements, in collaboration with the Kagiso Trust and Bridge to stimulate public dialogue and high-level debates around various issues about the education system.
A seminar series hosted by SciTechEd called "Continuing the Dialogue: Indigenizing the Curriculum" has stimulated much discussion in unpacking the meaning and significance of a decolonised curriculum for teacher education. In 2019, the seminar series continued with a talk by Prof Nomalungelo Goduka, titled "eZiko siPheka siSophula: Incorporating indigenous African theory into methodological, epistemological and axiological perspectives in science teaching, learning and research".

The Department of Educational Leadership and Management hosted an African Leadership Roundtable for the fourth consecutive year. Twelve countries from the African continent were represented.

The Department of Educational Psychology hosted its first three days bi-annual Neurodevelopmental Learning Needs (NDLN) Symposium in collaboration with the Gauteng Department of Education. This symposium was attended by teachers, district officials, learning support specialist, psychologists and community organisations working with learners with NDLN. The focus of the symposium explored best practices on widening inclusion, care and support of learners with neurodevelopmental learning needs. The symposium received excellent review from attendees and the DHET represented by Dr Michelle Mathey presented it the United Nation headquarters Annual Report in Brussels.
Major staff and student awards

Dr Jacqueline Batchelor was awarded the VCs Distinguished Teaching Excellence Award. She was honoured for her excellent contributions to enhancing the student learning experience; for empowering fellow faculty members in the use of learning technologies; and for her contributions to the wider education community in the design, development and implementation of teaching and learning solutions mediated in various modes of delivery.

Prof Nadine Petersen was awarded the inaugural International Association of Service Learning and Community Engagement international award (IASLCE) at their conference in Albuquerque, New Mexico in October 2019.

Mr Linford Molaodi joined the Faculty of Education in the second half of 2019. Earlier in 2019 he received the best teacher in the country award for teaching with technology. He was also one of the Mail & Guardian top 200 achievers.

Dr Mondli Hlatshwayo received the Ruth First award for an article on precarious labour published in the journal “Review of African Political Economy”.

Mr Linford Molaodi, National Teaching Award recipient and Mail & Guardian Top young 200 achiever
Conclusion and the way forward

2019 was a successful year for the Faculty. Much was achieved and no major problems were encountered.

In the main 2019 was a successful year for the Faculty of Education. Success was evident in aspects such as the following: Student success and graduate output; success with the online master’s programmes; satisfactory research output; increase in research activity of permanent staff members.

The following are priorities going forward: The Faculty has a high number of staff members busy with doctoral studies and supporting them in reaching the important milestone of attaining a doctoral degree is a priority. Also, even though progress is evident more still needs to be done to establish a commitment to research among all staff members. More also remains to be done to increase the throughput of master’s and doctoral students. Though the Faculty is widely viewed as a trailblazer in meaningful education innovation, momentum needs to be maintained.