

**Welcome to the  
Graduation Ceremony  
of the  
University of Johannesburg  
27 September 2016 at 17:00**

**Welkom by die  
Gradeplegtigheid  
van die  
Universiteit van Johannesburg  
27 September 2016 om 17:00**

**Le a Amogelwa  
Moletlong wa Dikapešo wa  
Yunibesithi ya Johannesburg  
27 Lewedi 2016 ka 17:00**

**Niyamukelwa  
eMcimbini wokweThweswa kweZiqu  
weNyuvesi yaseJohannesburg  
27 kuMandulo 2016 ngele-17:00**

# **UNIVERSITY OF JOHANNESBURG**

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Prof NS Ndebele  
BA (Lesotho), MA (Cambridge UK), PhD (Denver USA)

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BA, BA Hons, MA (UDW), MA (Kansas USA), DPhil (UDW)

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BA, HEd, BA Hons, MA, PhD (RAU)

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Mr J van Schoor  
BCom, BCom Hons (RAU), CA (SA)

### **DEPUTY VICE-CHANCELLOR: EMPLOYEES AND STUDENT AFFAIRS**

Ms KC Mketi  
BA (Bophut), BA Hons (RAU), MBL (Unisa)

### **GENERAL COUNSEL**

Prof PH O'Brien  
BCom, LLB, LLM, LLD (RAU)

### **ADVISOR TO THE VICE-CHANCELLOR: SPECIAL PROJECTS**

Mr DM Manganye  
NDip, BTech (UJ)

## **EXECUTIVE DEANS**

### **FACULTY OF ART, DESIGN AND ARCHITECTURE**

Prof F Freschi  
BA (Wits), BA Hons (UCT), PhD (Wits)

### **FACULTY OF ECONOMIC AND FINANCIAL SCIENCES**

Prof A Dempsey  
BCom, BCom Hons, MCom (RAU), CA (SA)

### **FACULTY OF EDUCATION**

Prof SJ Gravett  
BA, HEd (PU for CHE), BEd, MEd, DEd (RAU)

### **FACULTY OF ENGINEERING AND THE BUILT ENVIRONMENT**

Prof S Sinha  
BEng, MEng, PhD (UP)

### **FACULTY OF HEALTH SCIENCES**

Prof A Swart  
NDip, NHDip (TWR), BEd, MEd (RAU), DTech (TWR)

### **FACULTY OF HUMANITIES**

Prof AB Broadbent  
BA, BA Hons, MPhil, PhD (Cambridge UK)

### **FACULTY OF LAW**

Prof LG Mpedi  
B Juris, LLB (Vista), LLM (RAU), LLD (UJ)

### **FACULTY OF MANAGEMENT**

Prof D van Lill  
BSc, BSc Hons, MSc, PhD (US)

### **FACULTY OF SCIENCE**

Prof D Meyer  
BSc, BSc Hons, MSc (RAU), PhD (California USA)

## **MEMBERS OF COUNCIL**

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### **DEPUTY CHAIRPERSON**

Mr MS Teke

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Mr FM Baleni  
Prof IC Burger  
Mr JP Burger  
Mr D Bvuma  
Ms S Dlamini  
Mr TJ Dikgole  
Mr CR Gebhardt  
Prof D Hildebrandt  
Mr G Khosa  
Prof C Landsberg  
Dr DSS Lushaba  
Dr J Manyaka  
Ms BJ Memela-Khambula  
Dr P Mjwara  
Mr RM Mkhonto  
Mr M Mnyele  
Prof A Mohammadali-Haji  
Mr MJN Njeke  
Prof A Parekh  
Prof IL Rensburg  
Dr WP Rowland  
Mr KB Sibiyi  
Mr K Thomas  
Mr J van Schoor  
Mr M White

### **PRESIDENT OF CONVOCATION**

Mr RM Mkhonto

# Programme

**Tuesday, 27 September 2016 at 17:00**

To ensure good order during the ceremony all those present are requested to leave the venue only after the ceremony has been concluded.

The academic procession enters the venue and the members of the procession take their seats on the stage.

The choir sings Gaudeamus Igitur (or a CD is played) while those present remain standing.

The Chancellor constitutes the congregation.

Choir.

Welcome.

The relevant Executive Dean presents the candidates to the Chancellor for the conferment of a degree/diploma/certificate.

Singing of the National Anthem.

The Chancellor dissolves the congregation.

The academic procession leaves the venue while those present remain standing.

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## Lenaneo

**Labobedi, 27 Lewedi 2016 ka 17:00**

Go kgonthiša gore dilo di sepela ka tshwanelo nakong ya moletlo, bohle bao ba tlilego moletlong ba kgopelwa go tšwa ka lefelong la kopano feela ka morago ga ge moletlo o phethilwe.

Sehlopha sa dirutegi se tsena ka lefelong la kopano gomme maloko a sehlopha se a dula ditulong tša ona sefaleng.

Khwaere e opela Gaudeamus Igitur (goba CD e tlo bapalwa) mola bao ba lego gona ba tšwela pele go ema.

Mokhanseliri o kopanya phuthego.

Khwaere.

Dikamogelo.

Hlogophethiši ya maleba ya lefapha e hlagiša dialoga go Mokhanseliri gore di newe tikrii/diploma/setifikeiti.

Go opelwa ga Koša ya Setšhaba.

Mokhanseliri o phatlalatša phuthego.

Sehlopha sa dirutegi se tšwa ka lefelong la kopano mola bao ba lego gona ba tšwela pele go ema.

# **Program**

**Dinsdag, 27 September 2016 om 17:00**

Ter wille van die ordelike verloop van die plegtigheid  
word alle aanwesiges vriendelik versoek  
om die lokaal nie voor die einde van die plegtigheid te verlaat nie.

Die akademiese proses kom die lokaal binne en neem op die verhoog plaas.

Die koor sing Gaudeamus Igitur (of 'n CD word gespeel) terwyl die aanwesiges staan.

Die Kanselier stel die kongregasie saam.

Koor.

Verwelkoming.

Die betrokke uitvoerende dekaan stel die kandidate aan die Kanselier voor vir die  
toekenning van 'n graad/diploma/sertifikaat.

Sing van die volkslied.

Die Kanselier ontbind die kongregasie.

Terwyl die aanwesiges bly staan, verlaat die akademiese proses die lokaal.

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# **Uhlelo**

**uLwesibili, 27 kuMandulo 2016 ngele-17:00**

Ukuze kuqinisekiswa ukuthi konke kuhamba kahle ngesikhathi somcimbi, bonke  
abakhona bacelwa ukuba baphume kuphela endaweni yomcimbi uma umcimbi  
usuphelile.

Udwendwe lwezifundiswa lungena endaweni yomcimbi bese luyohlala esiteji.

Ikhwaya icula i-Gaudeamus Igitur (noma kudlalwa i-CD) ngenkathi abakhona besamile.

USekela-Shansela uhlanganisa ibandla.

Ikhwaya.

Ukwamukelwa.

Izinhloko Eziyiziphathimandla ezithintekayo zethula abafundi kuSekela-Shansela  
weNyuvesi ukuze bathole iziqu zabo: idigri/idiploma/isitifiketi.

Kukulwa iHubo Lesizwe.

# Gaudeamus Igitur

Gaudeamus igitur,  
Juvenes dum sumus;  
Post iucundum iuventutem,  
Post molestam senectutem  
Nos habebit humus.

Vivat academia,  
Vivant professores,  
Vivat membrum quodlibet,  
Vivat membra quaelibet;  
Semper sint in flore!

## English

Let us rejoice, therefore,  
While we are young.  
After a pleasant youth  
After a troubling old age  
The earth will have us.

Long live the academy!  
Long live the professors!  
Long live each student;  
Long live the whole fraternity;  
For ever may they flourish!

## Sesotho sa Leboa

Ka gona, a re thabeng,  
Re sa le ba bafsa.  
Ka morago ga bofsa bjo bo bose  
Ka morago ga go tšofala mo go nago le  
mathata  
Lefase le tla ba le rena.

Phela thuto phela!  
Phelang diprofesa phelang!  
Phelang baithuti phelang;  
Phela kagišano ka botlalo phela;  
O ka re ba ka phela gabotse goyagoile!

## Afrikaans

Laat ons dan vrolik wees,  
Terwyl ons jonk is;  
Na 'n aangename jeug.  
Na 'n onaangename oudag,  
Sal die aarde ons hou.

Lank lewe die universiteit,  
Lank lewe die professore,  
Lank lewe elke student,  
Lank lewe al die studente,  
Mag hulle vir ewig hul jeug behou!

## Zulu

Ngakho, masithokoze  
Sisebasha nje.  
Emva kobumnandi bobusha  
Emva kwezinkinga zobudala  
Umhlaba uzosithatha.

Phambili ngemfundo!  
Phambili boSolwazi!  
Phambili nakuwe mfundi;  
Phambili ngenhlangano yonke;  
Maziqhubeke ngonaphakade!

# QUALIFICATIONS

## 1. **Advanced Certificate in Education (ACE): Technology Education**

**Langa, Steven**

**Molefe, Thabo Lucas Sam**

## 2. **Postgraduate Certificate in Education (PGCE):**

**Monyela, Tebogo Perseverance Life Orientation (Senior Phase)**

**Mthembu, Xoliswa Nobuhle Further Education and Training (School Phase)**

**Radebe, Nonhlanhla Further Education and Training (School Phase)**

**Sekgala, Modiegi Pebetsi Further Education and Training (School Phase)**

## 3. **Baccalaureus Educationis (BEEd): Foundation Phase**

**Abdull, Leshunne Janine**

**Khumalo, Noluthando Sweetnooren**

**Tshabalala, Memory Mbali**

## 4. **Baccalaureus Educationis (BEEd): Further Education and Training: (School Phase):**

**Asvat, Azra**

**Balapala, Thulani**

**Cachalia, Humaira**

**Geledu, Busiswa Caroline**

**Hadebe, Bheki**

**Kunene, Mpilo Petros**

**Mabunda, Siphilwe Windy**

**Magubane, Njabulo Sithembiso**

**Mahlangu, Perfect Thembekile**

**Mampho, Katudi Martin**

**Mashele, Figo Luis**

**Masoko, Kagiso Kevin**

**Masuku, Aureen**

**Mbatha, Goodlord Xolisani**

**Mhlanga, Zandile Gladys**

**Mkize, Motheo Steven**

**Molaodi, Martha Matlakala**



**Motaung**, Madillo Portia  
**Mthombeni**, Doubt Thando  
**Ndamse**, Nosicelo Agnes  
**Ndhlovu**, Billy Charlie  
**Njoko**, Nomfundo Ntombizandile  
**Nyambosi**, Nomthandazo Prudence  
**Nyombo**, Phuthumile  
**Segoneco**, Olehile George  
**Silaule**, Consecrate Ntandose  
**Smith**, Marcia Cassandra  
**Stoltz**, Ashley

## 5. **Baccalaureus Educationis (BEd): Senior Phase**

**Bester**, Samantha-Ashley (Language, Literacy and Communication)  
**Fred**, Jennifer Jo-Anne (Language, Literacy and Communication)  
**Leo**, Gillean (Technology)  
**Ludick**, Diederick Johannes (Technology)  
**Ragalavhanda**, Tshifhiwa Gloria (Language, Literacy and Communication)

## 6. **Magister Educationis (MEd) Master of Education**

**Baumgartner**, Wendy Lyn (Education) **(with distinction)**  
**Minor Dissertation:** Development of a strategy for Mathematical Literacy learners for selected undergraduate studies  
**Supervisor:** Dr ED Spangenberg  
**Co-supervisor:** Prof GJ Jacobs

**Birkenbach**, Frances (Educational Psychology)  
**Minor Dissertation:** Therapeutic guiding theories that inform the practice of registered educational psychologists  
**Supervisor:** Dr H Dunbar-Krige

**Blignaut**, Johann Jurgens (Educational Psychology)  
**Minor Dissertation:** Investigating conceptual learning in classroom interactions with ADHD student through conversation analysis in a remedial school in South Africa  
**Supervisor:** Prof GJ van der Westhuizen

**Buthelezi**, Kenneth Muziwakhe (Mathematics and Science Education)  
**Minor Dissertation:** Exploring Instructional Strategies that enhance problem solving skills in Mathematics: Grade 3  
**Supervisor:** Prof UD Ramnarain  
**Co-supervisor:** Prof JJJ de Beer

**Cassim, Tasneem** (Educational Psychology)

**Minor Dissertation:** Career exploration by grade nine learners using creative and expressive arts activities in a Mathematics and Science focus school

**Supervisor:** Dr BM Diale

**Co-supervisor:** Dr E Fritz

**D Alebout, Marietha** (Educational Psychology)

**Minor Dissertation:** Educational psychology students' experiences of service learning during their practicum at two disadvantaged schools

**Supervisor:** Dr H Dunbar-Krige

**Dlamini, Siboniso Phathumuzi** (Education)

**Minor Dissertation:** Exploring the use of IsiZulu in a Grade 9 social sciences class to facilitate inclusive learning

**Supervisor:** Dr T Makoelle

**Gilliland, Herma** (Educational Management)

**Minor Dissertation:** The role of the principal in creating a work environment conducive to the psychological empowerment of teachers

**Supervisor:** Dr SR Naicker

**Gwebu, Mkhubo Isaac** (Mathematics and Science Education )

**Minor Dissertation:** The nature of science understanding of Physical Sciences teachers from the Badplaas circuit of the Mpumalanga province

**Supervisor:** Prof UD Ramnarain

**Co-supervisor:** JJJ de Beer

**Hlatshwayo, Manzini Samson** (Mathematics and Science Education)

**Minor Dissertation:** Investigating grade 10 physical sciences teacher's beliefs and attitude about inquiry-based teaching and learning

**Supervisor:** Prof UD Ramnarain

**Co-supervisor:** Prof JJJ de Beer

**Khumalo, Philbert** (Educational Management)

**Minor Dissertation:** The continuous professional development of teachers in the use of Information and Communication Technology: Experiences of teachers in Johannesburg Secondary Schools

**Supervisor:** Prof PJ du Plessis

**Co supervisor:** Prof GV Lautenbach

**Kruger, Lelanie** (Educational Management)

**Minor Dissertation:** Die persepsies van laerskoolonderwysers in Johannesburg-Noord aangaande hul beroepswelstand

**Supervisor:** Prof PJ du Plessis

**Lukhele**, Absalom Bhuthi (Mathematics and Science Education)

**Minor Dissertation:** Assessing the understanding of scientific inquiry of Natural Sciences teachers in the Eerstehoek district of the Mpumalanga province

**Supervisor:** Prof UD Ramnarain

**Co-supervisor:** Prof JJJ de Beer

**Mabelane**, Bapentile Anna (Educational Management)

**Minor Dissertation:** The Role of School Discipline in Combating Violence

**Supervisor:** Prof PJ du Plessis

**Mabina**, Anna (Educational Psychology)

**Minor Dissertation:** The psycho-educational experiences of blind learners in a rural school

**Supervisor:** Prof J Pillay

**Maconi**, Sheldon David (Curriculum Policy Evaluation)

**Minor Dissertation:** The relationship between the level of financial education and literacy and financial capability of adults in Westbury

**Supervisor:** Mr A Wentzel

**Makhubalo**, Augustine Nceba (Mathematics and Science Education)

**Minor Dissertation:** The empowerment evaluation of a grade 9 Natural Sciences teacher in shifting towards an inquiry-based pedagogy

**Supervisor:** Prof UD Ramnarain

**Mashanye**, Lehlabaphuti Elly (Educational Psychology)

**Minor Dissertation:** The role of Educational Psychologists in providing educational and psychological support for learners from child-headed households in primary schools in Education District 10, Johannesburg

**Supervisor:** Prof J Pillay

**Modiba**, Wendy (Information and Communication Technology in Education)

**Minor Dissertation:** Using authentic online assessment to support Grade 10 learners' understanding of basic Accounting content knowledge

**Supervisor:** Dr R Diseko

**Co-supervisor:** Dr J Batchelor

**Moodley**, Nageshwari (Educational Management)

**Minor Dissertation:** The professional development of teachers in the use of Information and Communication Technology in rural schools

**Supervisor:** Prof PJ du Plessis

**Co supervisor:** Prof GV Lautenbach

**Nieuwoudt, Inge** (Educational Psychology)

**Minor Dissertation:** Parents' experiences during parent-teacher consultations when their child's learning difficulties are revealed to them for the first time

**Supervisor:** Mrs JV Fourie

**Nortman, Amone** (Educational Psychology)

**Minor Dissertation:** The value of service learning in special needs schools for the professional development of Masters Educational Psychology students.

**Supervisor:** Dr H Dunbar-Krige

**Raats, Carel Petrus** (Education)

**Dissertation:** The school's external factors as a determinant of the internal structures of the school: The influence of community expectations of the school's management system

**Supervisor:** Prof PJ du Plessis

**Scholtz, Cynthia** (Educational Psychology)

**Minor Dissertation:** Invitational Dispositions of School Based Support Team coordinators in primary schools in Ekurhuleni South District

**Supervisor:** Dr MP van der Merwe

**Sondezi, Zandile Goodness** (Mathematics and Science Education)

**Minor Dissertation:** The use of problem-based learning in teaching Grade 6 Natural Sciences learners on environmental issues

**Supervisor:** Prof UD Ramnarain

**Co-supervisor:** Prof JJJ de Beer

**Uitzinger, Christian** (Educational Psychology) **(with distinction)**

**Minor Dissertation:** The use of cognitively targeted assessment instruments in the psycho-educational assessment of low achievers in mathematics

**Supervisor:** Prof L Ragpot

**Co-supervisor:** Dr H Dunbar-Krige

**Van As, Hugo** (Educational Management)

**Minor Dissertation:** The role and responsibilities of principals in managing school discipline in public schools.

**Supervisor:** Prof PJ du Plessis

**Van Zyl, Heleneze** (Educational Psychology)

**Minor Dissertation:** Facets that describe the development of educational psychologists' professional identities

**Supervisor:** Dr H Dunbar-Krige

**Vatsha, Malusi Lawrence** (Education)

**Minor Dissertation:** A design-based study of the perceived impact of the South African National biodiversity institute (SANBI) teacher Professional Development programme in Environmental Education on teacher practice

**Supervisor:** Prof JJJ de Beer

**Venter, Anna Johanna** (Educational Management)

**Minor Dissertation:** Principals' lived experience and description of their role in facilitating the safety of learners in schools

**Supervisor:** Prof PJ du Plessis

**Co-supervisor:** Prof R Mestry

## 7. **Doctor Educationis (DEd): Educational Psychology**

**Adam, Fatima**

**Thesis:** The design and implementation of a life skills programme with child-headed households in Soweto

**Supervisor:** Dr H Dunbar-Krige

## 8. **Philosophiae Doctor (PhD): Educationis**

**Amushigamo, Angelina Popyeni**

**Thesis:** It is the culture of the school that makes students behave the way they do: A case study in two Namibian secondary schools

**Supervisor:** Dr CKO Smith

**Chetty, Jacqueline**

**Thesis:** An emerging pedagogy for teaching computer programming: Attending to the learning needs of under-prepared students in university-level courses

**Supervisor:** Prof D van der Westhuizen

**Cho, Sang Hee**

**Thesis:** Exploring university students and their lecturers' mathematics learning and teaching styles at a university in South Africa

**Supervisor:** Prof K Luneta

**Pather, Magasvaran Rathnavaloo**

**Thesis:** The school's external factors as a determinant of the internal structures of the school: the influence of community expectations on the schools management system

**Supervisor:** Prof PJ du Plessis

**Ramsaroop, Sarita**

**Thesis:** The potential of teaching schools in South Africa to enhance initial teacher education

**Supervisor:** Prof SJ Gravett

**Venter, Etienné**

**Proefskrif:** Die bestuur van leierontwikkeling in publieke laerskole

**Promotor:** Prof PJ du Plessis

**Wiehahn, Johan Martienus**

**Thesis:** The professional development and management of newly appointed principals in 15 districts in Gauteng schools

**Supervisor:** Prof PJ du Plessis

**Co-supervisor:** Dr R Diseko

**Zikhali, Edson**

**Thesis:** Reflective strategies: Tools for empowering Zimbabwean primary school teachers in the student teacher mentoring programme (STMP)

**Supervisor:** Prof K Luneta



## **Adam, Fatima (DEd)**

Fatima Adam matriculated at Lenasia Secondary School and thereafter studied at the Rand Afrikaans University (RAU) where she graduated with a BEd and later with an Honours in Educational Psychology. She then completed her Master's and Doctoral degrees in Educational Psychology at the University of Johannesburg. She is currently working as a registered educational psychologist.

The candidate used participatory action research (PAR) to identify the various problems adolescents experience in four child-headed households in Soweto. The PAR process within a critical theory perspective confirmed that the teaching of life skills to children in child-headed households requires consideration of their experiences and the reality of their lives. Negotiation and gaining entry into the community and school through a relevant NGO is an important facet of any intervention focused on child-headed households. The planned intervention should have relevance for and empower all stakeholders.

The research highlighted how life skills can be taught to vulnerable adolescents within child-headed households and the usefulness of resiliency theory in life skills teaching. The study also emphasised that participatory action research with vulnerable adolescents can be very challenging as there is a constant dichotomy between being an objective researcher and an empathic therapist.

**Supervisor:** Dr H Dunbar-Krige



## **Amushigamo, Angelina Popyeni (PhD)**

Popyeni Amushigamo has a Higher Teacher Diploma from Umea University in Sweden, and both a BEd Honours and a Master's degree in Education Leadership and Management from Rhodes University. After teaching for seven years, Popyeni was employed as a teacher educator at the former Ongwediva College of Education, which subsequently merged with the University of Namibia. After Namibia's independence, she participated in the development of the Basic Education Curriculum for schools and for teachers. She is currently a lecturer in the Faculty of Education at the University of Namibia.

Popyeni conducted a qualitative case study to explore school stakeholders' perceptions of the influence of school culture on student behaviour in two Namibian secondary schools. Data were generated through interviews, observation and document analysis. Schein's model of organisation culture was used as a framework to analyse the data. Social identity theory, social learning theory and leadership theory provided a more nuanced analysis of the data. The findings in both schools revealed that student behaviour was strongly influenced by the respective schools' organisation culture. In both cases, the stakeholders attributed the schools' culture to the schools' leadership, that of the principal in particular. These findings have particular relevance for schools struggling with student behaviour in developing contexts.

**Supervisor:** Dr CKO Smith





## **Chetty, Jacqueline**

Jacqueline Chetty was born in Johannesburg, but grew up in the Eastern Cape. In 1990 she obtained a National Diploma in Computer Data Processing at the Technikon Port Elizabeth. In 1991 she started her career as a junior programmer at the South African Breweries, Johannesburg. In 1993 she was appointed as lecturer at the former Technikon Witwatersrand. She completed a BTech Information Technology qualification at the Technikon Witwatersrand and subsequently completed an MPhil degree in Information Technology at the former Rand Afrikaans University in 2004. She is currently a lecturer in the Department of Applied Information Systems at the University of Johannesburg.

Internationally, student success in programming courses is low. Inspired by the belief that an alternative pedagogy to computer programming teaching can positively influence the performance of students enrolled for those courses, a design-based research methodology was used to generate a set of eight pedagogical design principles. These were distilled by interweaving a matrix of innovative contemporary theoretical perspectives on learning, and compensating for the legacy educational deficits with which students enter Higher Education. The set of principles was modified and refined after two iterations of the altered pedagogy. The pedagogical design of the computer programming courses positively influenced the performance of the students in the modules, and the success rate of the modules consistently improved over three years, from 57% to 83%. These principles can therefore be used for the pedagogical design of courses for novice programmers. The work firmly establishes design-based research as viable enabler of improved computer programming teaching.

**Supervisor:** Prof D van der Westhuizen



## **Cho, Sang Hee (PhD)**

Sang Hee Cho obtained a Bachelor's degree in Sociology from Kyung Hee University and a Master's degree in Education from Yon Sei University in South Korea. Upon completing her Master's degree, she worked as an assistant educator in the Korea Institute of Curriculum and Evaluation. In 2007, she relocated to South Africa where she started work as a missionary, teaching mathematics to Grade 10 and 12 high school students. She registered for her PhD in 2010 as a part-time student and it was during her missionary work and studies that she met her husband in church and got married.

The study interrogated the subsistence and context of the relationships between mathematics learning and teaching styles prevalent in mathematics lecture theatres at an urban South African university. An explanatory sequential mixed-methods approach was used to identify the prominent learning and teaching styles. Quantitative data showed the dominant learning styles as being the collaborative and the interactive learning styles. Yet, many professors and lecturers had a more teacher-centred teaching style that was more suitable for the students with a 'dependent' learning style and low self-efficacy. The dominant, flexible, and 'sequential' learning styles that most university students exhibited were usually not compatible with mathematics lecture methods, which focused more on verbal explanations of abstract mathematical constructs. The study revealed that given the critical role mathematics plays in natural sciences at university, lecturers should move towards instructional approaches that appeal to various learning styles and students as all-round scholars.

**Supervisor:** Prof K Luneta



## **Pather, Magasvaran Rathnavaloo (PhD)**

After matriculating, Magas Pather received his Teachers Diploma from the Transvaal College of Education. In 1996, he completed the MEd in Educational Leadership and Management at the University of Johannesburg. He has been a school principal for ten years and his experiences in the education field extend to Oman and the United Kingdom. He was Deputy Director in the Department of Basic Education and has also trained principals and education officials in Education Leadership and Governance. He is currently the Head of Department in Applied Communicative Skills on all four campuses at UJ.

The candidate investigated the perceptions of school role players regarding distributed school governance in Gauteng public schools, by using a mixed-methods design. Distributed school governance was the manifestation of the South African Schools Act (SASA, Act 84 of 1996). School governing bodies were afforded functions that would make their contribution to school governance useful and the partnership between SGBs and the state a valuable one. Both the qualitative and quantitative findings revealed that distributed or shared governance as currently practised was a misnomer. Role players perceived school governance as being re-centralised by the State instead of being decentralised as was the intention after South Africa became a democracy in 1994. The original contribution of this study is that it recommends a conceptual model for school governance, known as the Area Advisory Council (AAC). The AAC's intention is that it would attract parents to participate meaningfully in school governance and therefore their children's education.

**Supervisor:** Prof PJ du Plessis



## **Ramsaroop, Sarita (PhD)**

Sarita Ramsaroop completed an Honours degree in 2005 (Unisa), followed by a Master's degree in Environmental Education (*cum laude*) at the University of Johannesburg in 2011. She has presented her thesis research at the U21 Graduate Research Conference: Digital Future, organised by Shanghai Jiao Tong University in China in June 2015 and at the South African Research Association for Early Childhood Education in January 2016. In addition, she was co-author of an article emanating from her research, titled 'Bridging theory and practice in teacher education: teaching schools – a bridge too far?'.

This research explored the potential of teaching schools in South Africa to enable student teacher learning for the teaching profession. Teaching schools, in accordance with the Strategic Planning Framework for Teacher Education and Development in South Africa, are teaching laboratories where student teachers can engage in learning-from-practice. The core finding of this study was that teaching schools had the potential to make a distinct contribution towards the education of student teachers in ways that ordinary practicum at schools through work-integrated learning could not do. But, ultimately, the value of the teaching school is dependent on how the teacher education curriculum is constructed to incorporate the teaching school. The study contributes to the scholarship of teacher education and, specifically, to the integration of theory and practice in teacher education. The study also makes recommendations for preconditions to be met in order to successfully establish teaching schools in South Africa.

**Supervisor:** Prof SJ Gravett



## **Venter, Etienné (PhD)**

Etienné Venter obtained a Diploma in Education from the former NKP in Pretoria (1993), a BA from Unisa (2000), and a BEd Honours from the University of Johannesburg (2007). In 2011, he obtained the MEd (Leadership and Management) from the University of Johannesburg. He has been a primary school teacher for 22 years and is currently Deputy Principal at Laerskool Louw Geldenhuys in Linden, Johannesburg. Etienné attended the 8<sup>th</sup> Annual International Conference of Education, Research and Innovation in November 2015 in Seville, Spain, where he delivered two papers.

The effectiveness of learner leaders or prefects in primary school is influenced largely by the latitude that educators allow learner leaders in meaningful discussion and decision making. In the past, learners who served in the prefect council were randomly chosen and elected by the principal and staff. In terms of Section 10(3) of the South African Schools Act, public schools are allowed to institute a prefect system, where necessary. The latter statement urged the compilation of this research to bring primary schools in line with one another. Mr Venter conducted a mixed-methods case study in five primary schools in the Johannesburg-North area of Gauteng. The findings revealed that the great majority of participants were strongly supportive of learner leadership development in the primary schools. A set of criteria to guide schools in primary school learner leadership development was drawn up.

**Supervisor: Prof PJ du Plessis**



## **Wiehahn, Johan (PhD)**

Johan Wiehahn obtained a Higher Diploma in Education (HDE) from the former Goudstad Teachers Training College, a BA and a BA Honours from the Rand Afrikaans University (RAU), and in 2004, an MA in Afrikaans from the same university. Mr Wiehahn has worked as an educator for the past 28 years, the last sixteen of which as principal at a public high school in the greater Johannesburg area. During this time, he has delivered various papers at district, provincial and international conferences.

In producing a thesis towards a PhD in Education, Mr Wiehahn followed a mixed-methods, design-based, methodology to focus on the effect of professional development on newly-appointed high school principals working in Gauteng public schools. As part of this study, questionnaires were analysed and interviews conducted to determine the core needs of principals embarking upon their incumbencies as school leaders. Findings from the questionnaires and interviews suggest that the participating principals are of the view that newly-appointed principals are in need of a well-defined and structured induction programme whereby knowledge, skills and values are cascaded to them at the start of their tenures. This study indicates the need for an induction programme as part of a professional development plan for newly-appointed principals. The original contribution of the study is that it provides such a programme that can assist novice principals in the efficient and effective running of their schools.

**Supervisor: Prof PJ du Plessis**

**Co-supervisor: Dr R Diseko**



## **Zikhali, Edson (PhD)**

Edson Zikhali was born in Mberengwa, Zimbabwe in 1958. He initially trained as a primary school teacher at Mkoba Teachers College in 1979. Thereafter he graduated with a BEd in 1980 (University of Zimbabwe) and an MPhil in 2007 (Nelson Mandela Metropolitan University). He taught English at high school for four years. Later, he taught English and Professional Studies Education at Bondolfi Teachers College (from 1984 to 2007) and then Business Communication at Kushinga Pikelela Polytechnic.

The study explored the role host teachers as mentors played in the Zimbabwean Student Teacher Mentoring Programme (STMP) and the challenges they encountered. It hinged on the theoretical framework of the Action Research Reflective Model of the theory of mentoring, which is synonymous with planned, formalised mentor-mentee conferences. It was a qualitative research with the design being a multiple case study that sampled and analysed views of school heads, host teachers, student teachers, college lecturers and principals in Masvingo Province of Zimbabwe. The study found that paramount to successful teaching practicum was the collaboration between host primary schools and colleges as well as the acknowledgement of host teachers as the main role players (empowerment) in the exercise. The Teaching Practice Reflective Guide (TPRG) has been identified as a useful contribution to teacher training in Zimbabwe and beyond. Two articles from the study have been submitted to accredited journals for publication.

**Supervisor:** Prof K Luneta



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