



CURRICULUM VITAE

Meganathan (Maglin) Moodley



Contact Information

Full name:	Meganathan Moodley
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Summary/Profile:

Being a natural-born teacher, I have always found myself gravitating to the improvement of education, more especially the professional development of pre-service and in-service teachers. I view my career in four stages, each stage dependent and built on the other. The first stage, as an educator saw me serving and supporting teachers at my own school, and later asked to coordinate a teacher professional development programme hosted by the Tshwane South district office. The second phase, saw me being recruited by the McMillan Teacher Campus to the position of National Manager, Teacher Development. In this position, I was required to develop and coordinate various teacher development programmes nationally. The third stage of my development saw me at the HSRC, where I managed the development of a teacher assessment software for DBE, in this position I was also required to develop material and training programmes for teacher development nationally. In the final stage I was appointed as a lecturer at the University of Johannesburg, where I engage with both pre-service and in-service teachers and prepare students for the teaching profession, I also supervise in-service teachers nationally and internationally at an Honours, Masters and PhD level.

Education:

Highest Degree	Doctor of Philosophy (PhD)
University Name and Location	University of the Witwatersrand
Graduation Date	September 2020

WORK EXPERIENCE

Senior Lecturer: Teacher Education

Company Name University of Johannesburg

Dates of Employment 2018-present

Key Responsibilities

- Lecture both Under and Postgraduate students
- Supervision of postgraduate students [Hons, Masters & PhD]

Leadership Role

- Head co-ordinator of 3rd Year Methodology.
- Plagiarism Committee
- Transformation Committee
- Head of Learning Technology Unit

Overall Performance

I have a strong record of academic supervision, having guided over 140 BEd. ICT in Honours students, primarily in-service teachers. At the Masters level, I have supervised 33 students, with 18 successfully completing their degrees. Currently, I am the lead supervisor for two PhD candidates, one based in South Africa and the other in Namibia. I have also been appointed as an external examiner for Masters and PhD students at other universities, further demonstrating my expertise and contribution to the academic community.

Skills

- **Technical Skills:** Artificial Intelligence platforms, Blackboard, Moodle, CANVA
- **Soft Skills:** Include relevant skills like communication, teamwork, problem-solving and leadership.

Chief Researcher

Company Name Human Sciences Research Council [HSRC]

Dates of Employment July 2009 to August 2018

Key Responsibilities

- Research Project Leadership
- Project Management and Reporting
- Research Dissemination and Training
- Research Output Development

Leadership Role

- External Engagement and Collaboration
- Led the technical development team of a software platform
- Managed the national end user training programme.
- Instrumental in the handover of the final software product to USAid and DBE.

Overall Performance

My responsibilities encompassed the entire research lifecycle, from conceptualizing and securing funding for projects to disseminating findings to stakeholders. I effectively managed projects, ensuring timely delivery and adherence to timelines, while also producing high-quality research outputs, including reports and publications. I actively engaged with external stakeholders, including funders and partners, and contributed to the broader research community through participation in external committees. I played a crucial role in disseminating research findings through training sessions, workshops, and presentations to various audiences, including teachers, policymakers, and researchers. Furthermore, I conducted site visits and developed training materials to support the implementation of research-based interventions in educational settings.

National Manager- Teacher Training and Development

Company Name McMillan Teacher Campus

Dates of Employment May 2006 to February 2009

Key Responsibilities

- Oversee the implementation and rollout of the National Reading Development program.
- Develop teacher training guides and train facilitators to conduct these sessions.
- Manage all logistical aspects of intervention programs, including travel, payments, and school visits.
- Interact with provincial and national education officials to secure partnerships and disseminate findings.
- Monitor and evaluate all training programs, ensuring quality and adherence to budget and deliverables.

Overall Performance

During my tenure at the Teacher campus, my job description entailed managing the National Teacher Training and Development programme. This required me to design and actualise teacher professional development programmes in the areas of literacy. As National Manager, I oversaw a national team of 15 facilitators whose core function it was to interact

and work with teachers, schools and teacher education institutions. I was also tasked by the DBE with developing intervention programmes for teachers from underperforming schools.

Publications

- [Revisiting the technology acceptance model: the influence of colonial mentality on technology acceptance](#) 2024
M Moodley
South African Journal of African Languages 44 (2), 169-179
- [EXPLORING LECTURERS' EXPERIENCES IN IMPLEMENTING GAMIFICATION TO FOSTER 21ST-CENTURY SKILLS IN FIRST-YEAR UNIVERSITY STUDENTS](#) 2024
PT Makhubalo, M Moodley, A Mbanze
ICERI2024 Proceedings, 10801-10808
- [EXAMINING PRE-SERVICE TEACHERS' USE OF CODING AND ROBOTICS DURING MICRO-LESSONS IN THE TEACHING OF CONSTRUCTION IN TECHNOLOGY THROUGH PROBLEM-BASED LEARNING](#) 2024
PT Makhubalo, M Moodley, L Mavuru
Education and New Developments, 488-492
- [Exploring Teachers' Perceptions of the Relevance of African Languages in the Digital Space](#) 2023
C Khumalo, M Moodley
IDEAS: Journal on English Language Teaching and Learning, Linguistics and ...
- ['School's Out, But Class's on': Experiences of Foreign Teachers Teaching EFL Online in China during the COVID-19 Lockdown](#) 2022
NV Fouche, M Moodley
Journal of Language Teaching and Learning, Linguistics and Literature 10 (1 ...
- [Experiences and attitudes of Setswana speaking teachers in using an indigenous African language on an online assessment platform](#) 2021
M Moodley, R Dlamini
South African Journal of Education 41 (1), 1-11
- [ICT in mathematics education: An HLM analysis of achievement, access to and use of ICT by African Middle School Students](#) 2021
C Namome, M Moodley
SN Social Sciences 1 (9), 224
- [WhatsApp: Creating a virtual teacher community for supporting and monitoring after a professional development programme](#)
M Moodley
South African Journal of Education 39 (2), 1-10
- [Hope for rebuilding language foundations: part 1: following a cohort into a second year](#) 2016
J Harvey, W Thaba, M Moodley, CH Prinsloo
- [Development of the Teacher Assessment Resources for Monitoring and Improving Instruction \(TARMI\) system: technical report](#) 2010
MM Makgamatha, M Moodley, MRM Molefe, GAM Diedericks, A Kanjee

External Examiner

External Examiner					
Student	Degree	Supervisor	Title	Institution	Year
Z Peterson	Masters	Prof. Yusuf Sayed	Primary school teachers' perceptions of Professional Development in teaching Coding	Cape Peninsula University of Technology	2021
Sophia Grüner-Hegge	Masters	Associate Professor Joanne Hardman	A neo-Vygotskian comparative analysis of the availability of simple scientific concepts in science in the English National Curriculum	University of Cape Town	2021
Embeth Holly van der Wal	Masters	Prof Ronel Callaghan	Development of 21st century thinking skills in early childhood learners through coding and robotics	University of Pretoria	2022
2021 Hons Group [12 Research reports]	Honours	Dr M Mihai	Various Topics ICT in education	University of Pretoria	2021-2022
Jabangwe Sifelani	PhD	Dr. Reuben Dlamini	Science Teachers' Information and Communication Technology (ICT) ...	University of the Witwatersrand	2022
Darteh FA	Hons	Dr. Ankie Robberts	Teachers' Use of ICT in Teaching Mathematics At a Private High School	University of Pretoria	2022
Gertz, A	Masters	Dr Maryke Mihai	Teachers experiences of integrating IWB in Math teaching	University of Pretoria	2022
KL Mostert	Masters	Dr Khanyisile Mbatha	Enhancing Online Student Engagement Through Flipped Classroom	UNISA	2024
DKD Essel	PhD	Prof. Harrison I. Atagana	Integrating Mobile Technologies Into Teaching And Learning In Higher Education Institutions In Ghana: A Connectivist Approach	UNISA	2024

SS Thulebona	PhD	Prof Jayaluxmi Naidoo	Exploring Grade 10 Learners' Perceptions Of Using Microsoft Teams As An Online Platform For Learning Trigonometric Functions	UKZN	2024
Lucrichia de Vries	Masters	Dr Marie Louise Botha	Implementing Information Computer Technology (ICT) in a Grade 10 Tourism classroom: A case study	Stellenbosch University	2024
MI Mabelebele	Master	Prof GP van Tonder	Utilising digital game-based learning to explore how digital storyboards can enhance self-directed learning in history education classrooms	NWU	2024

Post Graduate Supervision

Honours Supervision				
Title	Institution	Year	Students	
Various	University of Johannesburg	2019	24	
Various	University of Johannesburg	2020	15	
Various	University of Johannesburg	2021	27	
Various	University of Johannesburg	2022	30	
Various	University of Johannesburg	2023	25	
Various	University of Johannesburg	2024	26	
Various	University of Johannesburg	2025	27	
Masters Supervision				
Student	Degree	Title	Institution	Year
L Lucas	Masters [Minor]	Using Gamification in the Teaching and Learning of Euclidean Geometry	University of Johannesburg	2020-Completed
P Cameron	Masters [Minor]	Teacher digital confidence in response to ICT school-based training presented at a private college	University of Johannesburg	2019-Completed
Z Mbolekwa	Masters [Minor]	The role of Whatsapp in promoting academic peer support in TVET college programmes among students	University of Johannesburg	2020-Completed

A R Gorrah	Masters [Minor]	Teachers` perceptions of gender stereotypes with the implementation of coding and robotics in primary schools	University of Johannesburg	2022-Completed
TL Smith	Masters [Minor]	Using Reading Eggs as a mobile device application to teach Foundation Phase phonological awareness in a remedial school	University of Johannesburg	2022 Completed
KZ Chanda	Masters [Minor]	The role of artificial intelligence in fostering workplace integrated learning at a South African TVET college during COVID-19	University of Johannesburg	2023-Completed
S Sabani	Masters [Minor]	Using mobile video games in the teaching of Foundation Phase mathematics	University of Johannesburg	2022-Completed
NV Fouche	Masters [Minor]	Foreign teachers' experiences of teaching EFL online in China during COVID-19	University of Johannesburg	2022-Completed
S Sallie	Masters [Minor]	The influence of COVID-19 on professional development programs in the banking sector	University of Johannesburg	2022-Completed
M Thabethe	Masters [Minor]	Experiences of English second language speaking first year university students using Blackboard	University of Johannesburg	2023-Completed
Mthethwa Siyabonga [CoSuper]	Masters	Lecturers adoption of the WhatsApp Messenger service alongside an institution's Blackboard, a Learning Management System during Covid-19.	University of Johannesburg	2024 completed
DM Mashuvhamele,	Masters [Minor]	Foundation phase teachers' perceptions on the use of English for their training of coding and robotics in township schools	University of Johannesburg	2024-Completed
Zandile Tsotetsi	Masters	Perceptions of senior phase Natural Science and Technology teachers towards their training in Coding and Robotics	University of Johannesburg	2024-Completed
NC Mkhari	Masters	Using a simulation tool to enhance grade nine Technology learners' understanding of electrical systems and control	University of Johannesburg	2024-Completed
N Khan	Masters	Teachers' experiences of using augmented reality technologies in Grade 10 Life Sciences: Teaching of Support Systems in Animals	University of Johannesburg	2024-Completed
Sibongile Mthimkhulu [CoSuper]	Masters	Education Tutors' Experiences In An Online Extended First-Year Orientation Program During The Transition To Remote Teaching And Learning	University of Johannesburg	2024-Completed
Lucinda G Barriel	Masters	English teachers' experiences using an online translation tool to	University of Johannesburg	2024-Completed

		improve English proficiency amongst Grade 9 isiZulu first language speakers.		
Raeesa Abramjee	Masters	The experiences of postgraduate students' using TikTok videos as a learning platform for acquiring literature review skills	University of Johannesburg	2024- In process
Sibongiseni Thabethe	Masters	Utilising augmented reality to enhance the learning of musculoskeletal system in grade 9 Natural Sciences	University of Johannesburg	2024- In process
Nozuko Gumede	Masters	Preservice teachers' perceptions of the integration of Augmented Reality in teaching cell division in a grade 10 Life Sciences classroom.	University of Johannesburg	2024- In process
Prince Ramalepe	Masters	The experiences of FET language teachers in township schools in using ChatGPT to enhance the writing skills of English second language learners.	University of Johannesburg	2024- Completed
Phumlani Makhosonke Thwala	Masters	Explore the user experience and satisfaction of first-year students after undergoing Moodle LMS training.	University of Johannesburg	2024- In process
Bulelani Brian Mbonjeni	Masters [Minor]	Factors that influence the successful use of interactive whiteboards by high school Mathematics teachers in the Gauteng province.	University of Johannesburg	2024- Completed
Cymbeline Bethsheba Harilal	Masters [Minor]	The role of instructional designers as mediators of digital competence between commerce graduates and industry.	University of Johannesburg	2024- Completed
Dr Marizanne Grundlingh	Masters [Minor]	Lecturers' perceptions of the use of Chat GPT to promote students' 21st-century skills at a private HEI	University of Johannesburg	2024- Completed
Apolnea Motshabi Moloatse	Masters [Minor]	Assessing e-learning tools and strategies in the railway learning ecosystem	University of Johannesburg	2024- Completed
Matshidiso Phala	Masters [Minor]	Facilitator perspectives on ICT integration challenges in the SETA learning ecosystem.	University of Johannesburg	2024- Completed
Khutso Mnisi	Masters [Minor]	Lecturer experiences of a blended learning adoption framework at a South African public university.	University of Johannesburg	2024- In process
Shalom Harris	Masters [Minor]	A systematic literature review: Challenges faced by economically disadvantaged schools in navigating the Fourth Industrial Revolution	University of Johannesburg	2024- Completed
Noxolo Ameliah Nekhwevha	Masters [Minor]	Isizulu-speaking FET students' experiences of using Google Translate to learn CAT content	University of Johannesburg	2024- Completed

PhD Supervision			
Name	Institution	Year	Location
Zandile Tsotsetsi	University of Johannesburg	2024	South Africa
Alan Marshall	University of Johannesburg	2025	Saudi Arabia
Jeanine Edgar	University of Johannesburg	2025	China
Millicent Thabethe	University of Johannesburg	2024	South Africa

Presentations:

9th Asian Conference on Education & International Development	2023	Educational Policy, Leadership, Management & Administration
SAERA: 9th Annual Conference	2022	Education in Transition: Challenges and Opportunities
ICET Conference	2019	My full paper has been accepted and I presented at the 54th Annual ICET conference in July 2019 in Johannesburg
E-Learning Africa	2017	Presented a paper at the E-Learning Africa conference in Mauritius . The paper focused on the place of Indigenous languages in the Digital Age (Sep 2017)
M-Education Conference-Innovations in Education	2015	Presented at an 21st International M- Education Symposium on the use of Mobile Technology platforms to support assessment in Education: Washington DC- October 2015
Technology in assessment	2012	Conducted multiple workshops and presentations at the USAid and ELMA learning forum on lessons learnt from the research process hosted by DBE

References

Prof Anil Kanjee

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