

THE *Art* OF ACCOMPLISHMENT



Edu-Brief

NEWSLETTER

FACULTY OF EDUCATION
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RETHINK. REINVENT.



Editorial

This is the final EduBrief of 2015, and it provides us with the opportunity to reflect on the successes of the past year.

Included in this issue is the recognition paid to two of our colleagues who have recently delivered their inaugural lectures. In addition, we acknowledge the group who have been granted ratings by the NRF. The inaugural lectures and the ratings have a similar role, in that they indicate professional, academic, and public acknowledgement of our colleagues' achievements.

The English in Education Seminars are an academic engagement that includes community involvement – because the seminars are attended by teachers as well as students and academics – and they are a celebration of continuous learning and the opportunity to appreciate informed and expert opinions about significant aspects of English. These seminars will continue in 2016.

It is always a pleasure to acknowledge the significant achievements of our students, and Anel Oosthuizen is one such achiever. Her athletic ability and achievements are equaled by her academic performance, and this is worth celebrating. Anel provides evidence that UJ students are not one-dimensional. We look forward to further achievements from Anel in the future.

Prof Salim Vally featured in EduBrief earlier this year, and he is once again in the news – this time for an award for a book which he co-authored.

This award is an indication of Prof Vally's continued pursuit of excellence, and it is richly deserved.

There are several Masters and Doctoral graduates mentioned in this issue of EduBrief, and they are evidence that the Faculty is engaged in research work of a significant nature.

The Faculty commends all the achievers of 2015 and looks forward to more academic engagement in the future that supports teaching and learning.

Professorial Inaugurations:

Prof Linda Chisholm and Prof Gert van der Westhuizen had their inaugural addresses in the first two weeks of November 2015.

Prof Linda Chisholm presented a lecture entitled Transnationalism, Colonialism and Transitions in South African Educational History.

Prof Chisholm considered the historical shifts and continuities from the time of pre-apartheid education to the present day. Her focus included the influence of the mission schools, the transition to Bantu Education, and the post-apartheid education scenario that followed, as this extract shows:

On the basis of evidence gleaned from the Hermannsburg Mission and Union Education Department archives as well as an analysis of textbooks produced and used in their schools, it shows firstly that mission influence continued in a variety of ways well beyond 1953 in both the control of schools and textbooks used in schools. It considers how discourses to rid textbooks of their European content resulted in localised content which framed and positioned Africans as rural, ethnic subjects. It concludes that while change occurred over time, the break between past and present was not complete, that the mission past continued into the Bantu Education present, much as the apartheid past still marks and impregnates in myriad ways the post-apartheid present and as the post-apartheid present will continue to do in an as-yet undefined-decolonised future.



Prof Tshilidzi Marwala, Prof Linda Chisholm and Prof Sarah Gravett.

Professorial Inaugurations:

Prof Gert van der Westhuizen presented a lecture entitled: *Cognitive Justice in Learning Interactions*



Professor Gert van der Westhuizen

The address covered insights into the interactional nature of learning, and presented arguments for the need to pursue cognitive justice, i.e. the advancement of multiple knowledges at the level of learning interactions.

To improve learning, we should develop our understanding of how learning interactions work and how that can be used to improve learning in the curriculum, according to Prof Gert van der Westhuizen.

Prof Van der Westhuizen says that the public concerns about poor learning in the education system, observable in low pass rates, and poor levels of learning performance needs to be taken seriously, for the sake of the future of education in general.

Relying on his research into learning conversations, and considerations of what cognitive justice is about, Prof van der Westhuizen explored the challenges of Cognitive Justice as an imperative for education transformation in South Africa.

Prof van der Westhuizen stressed that the call for action is to revise concepts of knowledge because learning performances can be improved through learning interactions. He adds that interactions in educational settings are the main activity centres of education.

These are the settings where participants meet to pursue educational goals, guided by pedagogic plans as well as practices of conversation, are some of the conclusions he came to.

English in Education Seminars:

In the second semester of 2015 the Department of Education and Curriculum Studies presented seminars in the field of English language education.

The first seminar was presented by Dr Naomi Nkealah, of Unisa, and it was entitled: *Applying formative assessment strategies in the teaching of poetry: an experiment with a third-year English class at the University of Limpopo*

The seminar provided evidence that formative assessment leads to an improvement in student performance, but also encourages reflection in academics/teachers regarding their own teaching practices. The examples given were from the teaching of poetry, and the evidence showed that formative assessment supports students' learning with regard to writing essays on poetry.



Dr Naomi Nkealah and Prof Denise Newfield (Wits). Prof Newfield was the first ever presenter in the English in Education seminar series organized by the Department of Education and Curriculum Studies, and her continued interest is much appreciated.

The second seminar was presented by Prof David Medalie of the University of Pretoria. His topic was *The Shape and Ring of Sentences: Teaching Creative Writing*.

Prof Medalie is an award-winning author whose main interest is in the field of short story writing. He spoke about the teaching of creative writing at University level and then addressed the same topic for school level, which was appreciated by the many teachers who were present.

The seminar ended with Prof Medalie reading from one of his own texts, and this was well-received.



Dr David Robinson (Chair of the Seminar Series) and Prof David Medalie (UP) at Prof Medalie's seminar.

The Sporting Achievements of Anel Oosthuizen



Race walker Anél Oosthuizen walked away with the Student-Athlete of the Year title, which recognises the best overall performance in both the sporting arena and academic achievement at the UJ Sports Awards on Thursday, 15 October 2015.

Oosthuizen won gold at the South African Senior Athletics Championships with a time of 1:38:03 in the 20 km walk – the fastest SA time in 11 years. She went on to set a new national student record in the University Sport South Africa (USSA) competition. Oosthuizen placed fifth at the African Games and attained a top-20 finish at the Coruna Grand Prix in Spain. The second-year Foundation Phase student balanced these achievements with a commendable 14 distinctions and an aggregate of more than 78 per cent since starting her studies at UJ. Aside from the student-athlete title, Oosthuizen also finished in the runner-up spot behind Zinzi Chabangu in the Sportswoman of the Year category.



Salim Vally is the Joint Winner of the Hiddingh-Currie Award for 2015-12-08

Professor Salim Vally of CERT co-authored a book with Enver Motala entitled *Education, Economy & Society*. This book was selected by the Unisa Senate Publications Committee as the winner of the prestigious Hiddingh-Currie Award for 2015.

The award is made to the author(s) of an academic or artistic work of the highest quality which contributes to the understanding or development of the discipline.

FACULTY RESEARCH NEWS

Several members of the Faculty have been awarded NRF ratings. Professors Gert Van der Westhuizen, Salim Vally, and Nadine Petersen have all been awarded C2 ratings.

Professor Juliet Perumal has improved her rating from a C3 to a C2.

A C-rating is awarded to established researchers with a sustained recent record of productivity in the field who are recognised by their peers as having:

- Produced a body of quality work, the core of which has coherence and attests to ongoing engagement in the field
- Demonstrated the ability to conceptualise problems and apply research methods to investigating them

The Faculty congratulates the colleagues mentioned above who have achieved this degree of recognition.

Editorial Team

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POST-GRADUATE DEGREES CONFERRED



The Faculty celebrates with our Doctoral and Masters students who recently received their qualifications. We wish them a prosperous and meaningful future in their chosen field.



Cronje, Annelize

Thesis: Epistemological border-crossing between western science and indigenous knowledge and its implications for teacher professional development.

Supervisor: Prof JJ de Beer

Co-supervisor: Prof PJ Ankiwicz



Mtshali, Jabulani Julius

Thesis: The professional development of school principals: A leadership development model for the induction and renewal of principals."

Supervisor: Prof V Msila (UNISA)

Co-supervisor: Prof PJ Du Plessis



Govender, Neelandren

Thesis: "The influence of holistic capacity on conducting effective internal whole-school evaluation (IWSE): Implications for grade 12 learner performance."

Supervisor: Prof BR Grobler

Co-supervisor: Prof R Mestry



Visagie, Bonita Bernice

Thesis: "Work meaning constructions by lay community health workers in an HIV/AIDS palliative care setting: Community and adult education perspectives."

Supervisor: Prof J Pillay