

# EduBrief | December 2018



## Prof Nadine Petersen to serve of the NRF Board and the Gauteng Education Development Trust Board

Prof Nadine Petersen is Vice Dean: Teaching and Learning, in the Faculty of Education at the University of Johannesburg. Fresh from serving for the last 10 years as trustee on the Sasol Inzalo Foundation Board, she has in 2018 been appointed to serve on two external boards: the Gauteng Education Development Trust and to the National Research Foundation Board.

When the Department of Science and Technology started with the process of reconstituting the National Research Foundation, Prof Petersen was requested to submit her CV for consideration by the Honourable Minister, Ms T Kubaya-Ngubane. She was then duly appointed by the minister to serve on the new NRF board from 01 October 2018 to 30 October 2022 in accordance with Section 6(1)(a) of the NRF Act, 1998 (Act No.23 of 1998) as amended by the Science and Technology Laws Amendment Act, 2014 (Act No.7 of 2014) ("the Act"). As an academic staff member with 21 years of experience in higher education, first at the RAU and then later at the newly-constituted UJ, Nadine brings her experience of adult and higher education, community education and teacher education into these portfolios. As a C2 rated NRF researcher her experience in the higher education sector and in teacher education in particular will enable her to make contributions to the work of the NRF and GEDT boards.



## Department of Education Leadership and Management master's graduate, Peter Oloba, receives standing ovation at Nigerian education conference

There is a clamour for a declaration of a state of emergency in Nigerian education. Emeritus professor PAI Obanya, the grand sage of African education, who was one of my examiners, invited me to present my research on teachers' experiences of the introduction and implementation of systemic change in the Nigerian primary school system at the Fafunwa Education Foundation 2nd National conference. The conference, which aimed to reposition the Nigerian basic education system, took place at the University of Lagos in September. Dignitaries included the executive secretary of the Universal Basic Education Commission, vice chancellors, deans and professors.

My presentation was greeted with a standing ovation. High table members, moderators and academia shook my hand. The conference was of the opinion that my "systemic change idea" can be a solution to the myriad challenges facing the Nigerian education system. I was subsequently requested to join Dr Olayemi to write the conference communique, in which almost all of my research recommendations were adopted. I thank my supervisor, Dr Smith, for sponsoring my trip.



*Peter Oloba and emeritus Prof Pai Obanya*

## The Technology Education Unit (TEU) united in presenting at the reputable PATT conference in Athlone, Ireland

The Technology Education Unit (TEU) follows a tradition where all its staff members attend the Pupils' Attitudes Towards Technology (PATT) international conferences together. In this regard 2018 was no exception. Prof Piet Ankiewicz, Drs Francois van As and Rina Grobler (as a research associate) and Mr Werner Engelbrecht attended the most recent PATT conference in Athlone, Ireland from 18 until 22 June 2018. PATT

conferences, because of their frequency, are the most productive source of research papers in the field of technology education. These reputable conferences have brought scholars in technology education together for over 25 years to provide an international discussion forum for all aspects of technology education, like curriculum development, research, teacher education, assessment and pedagogical issues in schools.



*From left to right: Prof Piet Ankiewicz, Mr Werner Engelbrecht, Dr van As, Dr Rina Grobler and Prof Jonas Hallström (Linköping University, Sweden).*

The papers that the TEU staff presented could be categorised into two broad categories, namely attitudes studies and the scholarship of teaching and learning (SOLT) in technology education. Prof Ankiewicz in his paper "Rethinking pupils' attitudes towards technology (PATT) studies" argued that since the mid-1980s attitudes studies have been instrumental in establishing the field or discipline of technology education as we know it today. Following an analysis of the mainstream attitudes instruments he further argued that the behavioural component of attitudes has not been ascertained in attitudes studies yet. He suggested research on its assessment as a possible way to revitalise

attitudes studies in future. Based on his ideas and as a result of networking at the PATT conferences Dr Jan Ardies from Artesis Plantijn Hogeschool in Antwerpen, Belgium, who was responsible for shortening one of the mainstream attitudes instruments recently, visited the TEU on 29 and 30 October 2018. We explored future joint research opportunities. His primary field of expertise is technology education (T), and he is involved in teacher education for intermediate and senior phase. He is particularly interested in the T in STEM education as well as language issues when teaching science (S) and T.



*Ms Nonhlanhla Ngobo, the principal of Mpanza Primary in Soweto, and Mr Philani Buthelezi, the HOD Technology, addressing Dr Jan Ardies and staff of the TEU.*

The remaining three papers fell under SOLT. Dr Van As presented a paper titled "Developing technology student teachers' volition through curriculum-related excursions" that focused on the introduction of formal excursions to compensate for lacking volitional/affective aspects in technology curricula. The findings revealed that the affective and knowledge components of student's attitudes towards technology were developed. The conference suggested that it would be interesting to further investigate if these students would also expose their learners to similar excursions when entering the teaching profession.

In her paper "Innovating an Initial Professional Education of Technology Teachers (IPETT) programme" Dr Grobler indicated that Engineering Graphics and Design (EGD) at school level is not a necessary prerequisite for prospective student teachers to be admitted to the BEd degree in Technology Education provided that they had passed Physical Sciences (for which Mathematics is a pre-requisite) or Geography. However, they should be taught Grade 10 to 12 EGD by an

additional hour and a half per week during the first two years by a team consisting of the lecturer, a tutor and an assistant tutor. The conference advised extending this longitudinal study to follow these specific students when they are professional teachers.

Mr Engelbrecht presented a paper titled "Innovating a professional technology teaching programme based on student teachers' expectations and experience of work-integrated" focusing on the extent to which the PGCE programme equips and develops technology student teachers with the necessary PCK. The findings highlighted a number of specific challenges faced by these student teachers during their work-integrated learning (WIL) sessions (e.g. maintaining classroom discipline, large classes, learners' limited language ability and a lack of resources in schools) and suggested possible innovations to the PCK-related modules to better equip them to face similar challenges later in their teaching careers.

## African Leadership Roundtable 2018

The Department of Educational Leadership and Management in the Faculty of Education at the University of Johannesburg (UJ), hosted a very successful African Leadership Roundtable for the third time on the 1st and 2nd October. The concept of the Roundtable is to enhance collaboration in research and development in the areas of education leadership and management and draws participation from universities and training institutions on the African continent as well as from our global partners. The theme for this year was 'Education and the challenges of the Fourth Industrial Revolution'. Delegates from around the continent including Namibia, Swaziland, Zimbabwe, Botswana, Malawi, Kenya, Ghana, Nigeria, Cote Divoire, Ethiopia, Niger, Rwanda, Mauritius and Uganda.

The exploration of the theme was enriched by inputs from different experts in their respective

fields to facilitate discussion and reflection for action in areas pertinent to the theme. These included; Implication of the Fourth Industrial Revolution on Higher Education by Dr Stephen Brown from Brisbane, Australia; The Teacher & Teaching in the Fourth Industrial Revolution by Mr Riaan van der Bergh of the Federation of South African Governing Bodies; Leadership Preparation and Development for Principals in South African Public Schools by Prof Raj Mestry from UJ; Implications of the Fourth Industrial Revolution on Education Leadership: Sustainable Leadership for the 4th Wave by Distinguished Visiting Prof Philip Hallinger; And The Teacher as Designer of Learning in the Fourth Industrial Revolution presented by Dr Ritesh Ajoodha, University of the Witwatersrand.



*Department of Education Leadership & Management at the Africa Round Table 2018*



*Philip Bulawa, University of Botswana*



*Colleagues from the University of Zimbabwe*



*Africa Round Table 2018 in session Prof Mestry was programme director*

## Writing Workshop Conducted by Prof Margaret Perrow of the Southern Oregon University

In September 2018 the Department of Education and Curriculum Studies hosted a writing workshop that was presented by Prof Margaret Perrow of the Southern Oregon University (SOU). This workshop is the most recent in the English in Education Seminar series which were introduced in 2014 and regularly feature presenters who have an interest in, and academic credibility in, the field of English in education.

Prof Perrow addressed an audience of fellow academics, teachers, and post-graduate students. The workshop covered a range of theories relating

to writing, and considered teaching and learning strategies in the field of creative writing. One dimension which was interesting to those present was the interactive aspect of the workshop; there was participation from all people present and this foregrounded the practical dimension of teaching writing.

All present agreed that the ideas and skills covered were of value, and they will have a positive consequence when addressing the teaching of writing in the English classes of the teachers concerned.



*Left to right: Dr David Robinson (ECS), two Honours students, Refilwe Mmokwa and her twin sister Keneilwe Mmokwa, and Prof Margaret Perrow (SOU).*

## Editorial

This issue presents information on several events, or individuals, that reflect the achievements of the Faculty of Education at UJ.

Prof Nadine Petersen has been appointed to two boards, one Provincial, and one National. The appointment to the NRF, in particular, is an outstanding achievement and reflects the high regard with which her academic work is viewed in the broader research community. This acknowledgement of Prof Petersen's scholarship is a recognition of the type of research-based work present in the Faculty; Prof Petersen is a scholar who collaborates with several of her colleagues.

There are several articles which reflect the international partnerships and presence of the various individuals or Departments in the Faculty. In some cases there are examples of presentations at international conferences, and in other cases there are international visitors who have presented seminars or workshops at UJ.

It is evident from the reports in this issue of EduBrief that the Faculty is a scholarly institution with a growing reputation for quality research both locally and internationally.

