

EduBrief | Summer 2018



CALT@UJ (Centre for African Languages Teaching) started work at the UJ Soweto Campus on 1 August 2018.

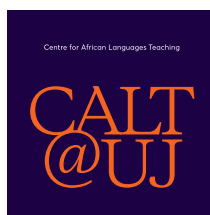
The establishment of the Centre has been supported by a grant from the Department of Higher Education and Training.

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 development of African languages is a national priority. The envisaged work of CALT@UJ will contribute to the development of two African languages as languages of teaching and learning in the primary school, namely Sesotho and isiZulu. The work is also geared towards developing teacher education for enabling teaching of and in isiZulu and Sesotho at primary school level. The work is meant to impact the education system through the teachers it will be delivering, the short learning programmes (SLPS) for in-service teachers and the material that will be developed. This material will be made available on the "Knowledge for Action" website <https://knowledgeforaction.co.za> of the UJ Faculty of Education (UJFE). In addition, CALT@UJ will research its own work in teaching

and development. It will also host master's and doctoral students who will conduct much needed research in African languages teaching.

The UJFE is well-suited to accommodate this Centre. Invaluable experience has been gained with doing this type of work in Mpumalanga during the past four years, funded by USAID and Elma Foundation. Two languages were involved – isiNdebele and Sesotho. This experience will inform the CALT@UJ work. Furthermore, the work of CALT@UJ will be embedded in the Childhood Education programme area located at the Soweto Campus. Childhood Education is one of the flagship programme areas at UJ. The success of this programme area lies in the innovative teacher education model, involving a "teaching school", the research that is conducted, the engagement with schools in Soweto and the quest to produce "actionable knowledge" for education.





Prof Piet Ankiewicz has been awarded a C2 NRF rating in 2018 for his foundational philosophical research on frameworks for technology education with the goal of advancing the teaching and learning of technology.

The metaphor of rhizomic propagation best describes the six development stages of his research trajectory chronologically from intuitive philosophical frameworks to more sophisticated and formal ones.

Initially his research focused on (1) the affordances of philosophically unframed research based on intuitive frameworks. The second stage focused on (2) the practical implications of intuitive philosophical frameworks for curriculum and programme development as well as the pedagogy for technology education. Prof Ankiewicz was rated C2 in 2000 based on these two aforementioned stages.

Since 2003 he has directed his research strongly to his interest in philosophy. He strategically collaborated with Prof Marc de Vries, an internationally renowned philosopher of technology, and also editor-in-chief of the International Journal of Technology and Design Education. This caused a (3) shift away from intuitive frameworks to formal philosophical frameworks. They co-published the affordances of Mitcham's philosophical framework of technology for science, technology and society (STS) studies. Prof Ankiewicz was rated C3 in 2005.

The aforementioned article served as an anchor point for developing the previously philosophically unframed research to more philosophically framed research based on

formal frameworks. Prof Ankiewicz pioneered research into (4) the affordances of Mitcham's framework for technology education. These affordances have been distilled into criteria for the development and evaluation of technology subject curricula. They are instrumental in determining (5) the practical implications of Mitcham's framework for technology education.

His current research focuses on (6) the refinement of the affordances of Mitcham's framework for technology education, and also reframing the research outcomes that resulted from the intuitive ones accordingly. Prof Ankiewicz has established himself both nationally and internationally as a research scholar in the field of technology education, especially in such areas as the philosophy of technology and students' attitudes towards technology. He recently authored a chapter on student's attitudes towards technology for Springer's first International Handbook of Technology Education, as well as a chapter on the implications of Feenberg's critical theory for technology education in a Sense series book on philosophers of technology.



Professional & personal development to prepare for 4th Industrial Revolution

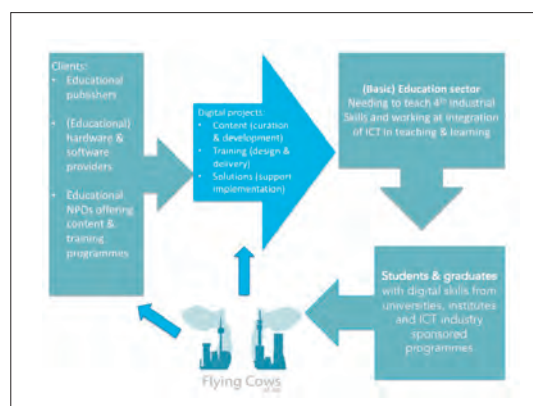
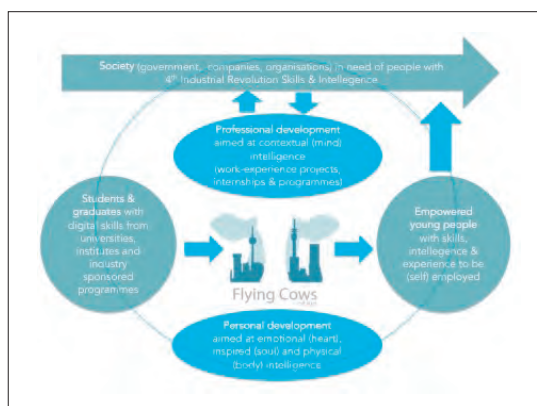
Since the first Flying Cows of Jozi project in May 2018 where UJ's BEd students trained 92 Vodacom/DBE District Teacher Development Centre managers in the use of the digital resources in their centres, more digital education projects have been added to our portfolio.

One of these projects is the review and research for digitising Cambridge University Press study guides for Grades 10-12 Accounting, English, Maths Literacy and Geography. Eight students have reviewed the study guides in line with the DBE Subject Improvement Framework and suggested digital additions (videos, podcasts and interactive activities) to enhance the study guides' content. The students worked in teams of two on each of the subjects and in weekly meetings we discussed progress and exchanged tips and tricks. As one of the students reflected: "This project made me think of more creative

and innovative ways of getting the content that is just right. Moreover, we gained insight on the learners' needs and this helped improve my craft as a teacher."

Cambridge University Press is very excited about the collaboration with Flying Cows of Jozi, in the words of publishing manager Niall McNulty: "Congratulate the team on the excellent work done. We are Incredibly impressed."

This is such a great compliment to the students and to the UJ Faculty members who brought them to where they are today!





Cambridge University Press has asked Flying Cows of Jozi to assist with setting up and executing the internship programme for educational writers, editors and proof readers at their organisation.

These digital education projects perfectly fit the ambition of Flying Cows of Jozi to expose students to new opportunities and contribute to professional and personal development. To inform our development programmes we consider the four different types of intelligence that are crucial to meeting the opportunities and challenges of The Fourth Industrial Revolution as identified by Klaus Schwab in his book of the same title. These include:

- Contextual (the mind) intelligence: how we understand and apply our knowledge ("across boundaries of business, government, civil society, faith and academia")
- Emotional (the heart) intelligence is about "how we process and integrate our thoughts and relate to ourselves and to one another. Skills like self-awareness, self-regulation, motivation, empathy, and social skills are essential."
- Inspired (the soul) intelligence is about "how we use a sense of individual and shared purpose, trust and other virtues to effect change and act towards the common good."

- Physical (the body) intelligence is about how "we cultivate and maintain our personal health and well-being and that of those around us to be in a position to apply the energy required for both individual and systems transformation."

In addition to on-the-job mentoring in projects for our digital education clients, Flying Cows of Jozi asks students to participate with our "Be Here Now - Flying Cow" mindfulness programme by Lucy Draper-Clarke who researched the use of mindfulness training in Teacher Education, particularly in its ability to alleviate stress and its potential to improve teachers' presence in the classroom for her PhD. And once a month we dance a Nia class with a certified Nia teacher. Nia combines martial arts, dance arts and healing arts, such as yoga and Alexander Technique. It's an hour of movement set to inspiring music and develops flexibility, agility, mobility, stability and strength.

This combination of work and development programmes had one of our students exclaiming: "Being employed by Flying Cows of Jozi means my ideas are heard and respected and I'm allowed to build them with the guidance of your experience!"





Widening Inclusive Education Diversity Education – A trans-Atlantic Dialogue

By Prof. Anthony Brown



The Department of Educational Psychology hosted educators and academics from Boston State public schools and Boston University on 24 July 2018. The dialogue aimed at widening the discourse of inclusive education with aspects arising multicultural learning environments. We explored issues beyond disability and learning difficulties that are often framed from a deficit model. As educators and researchers, we focused on an enabling and inclusive learning environment for all students. Dr. Valencia Mabalane shared how circumcision practices among Venda girls require from them to drop out of school temporarily to attend these the different stages of passage to adulthood. She alerted the participants to the psychosocial impact and the loss of learning time in schools. Dr. Mabalane call for the critical reflection on the conceptualization of inclusive education that silence certain issues and privilege others.

Colleagues from Boston schools and the Faculty of Education at UJ also discussed classroom responses to inclusive education through an intersectional lens. We identified strategies that are useful to address barriers to learning that are sensitive to race, class and gender from an African-American and a South African perspective. Dr. Helen Dunbar-Krige informed the visitors of Neurodevelopment barriers to Learning project in the department of Educational Psychology that prepares student teachers respond to barriers to learning that emanate from neurodevelopment challenges. She highlighted the efforts to build a closer relationship between schools and the Faculty of Education to work toward a common goal to create safe and enabling learning opportunities for all learners. We also discussed other topics such as the inclusion of school youth with same-sex sexual orientations, multi-agency collaboration in inclusive education and the undoing systemic oppression in institutions of learning. We established a cross-Atlantic network to share and support inclusive education approaches that will prepare a socially just learning environment. The department wishes to express our sincere appreciation for the support from Prudence Mohau to host our visitors.

We learned that we are more than slaves, we are Kings and Queens!' Skyline College in San Francisco visiting the Faculty of Education.

By Prof. Anthony Brown



The Department of Educational Psychology under the leadership of Dr. Mabatho Sedibe hosted a group of students from Skyline College in San Francisco. Prof Danelle Powell from the Department of Communications studies explained that the choice to visit the University of Johannesburg was motivated by the resemblance of student dynamics that are captured by characteristics of diverse racial, socio-cultural, class, and religious backgrounds. This relationship with Skyline College started with Dr. Sedibe's regular presentations at international conferences on Inclusive Education and Diversity in learning institutions. The Department invited students from our faculty to share their experiences in higher education with their counterparts from the US. Students from both sides of the Atlantic pointed out that learning at university is more

than the content in the classroom. They narrated how aspects of identity, unequal social and class forces have a direct impact on the successful completion of their education. A student from Skyline College pointed out that their learning content perpetuates an inferior identity of African-American people but the visit to South Africa taught them that Africans are queens and kings and rulers of the land.

Our students proudly shared the decolonizing efforts in education that aims at a learning environment that represents the people. Our visitors shared that this exposure will enable them to advocate for transformation in the curricula that will accurately represent Africa. Students from UJ depicted qualities of tenacity, resilience, trendsetting and zeal when asked how they manage through higher education while



facing challenges of socio-economic hardship. Many UJ students expressed that they are first generation from their families to attend university and that commitment to their studies go beyond a personal desire to gain more knowledge but to break the injustice of the past. They pointed out the institutional support that makes it possible to confront the many difficulties while focusing on their studies. Students from both sides of the Atlantic are committed to a society that will create opportunities for all. They expressed that

completing their studies will create opportunities for the generations to come. The department of Educational Psychology is in the process to develop an exchange programme for students from our faculty to visit Skyline College and San Francisco University. We would like to thank Mr Lebethe Malefo from the Internationalisation Office and Mrs Prudence Mohau from the marketing office in our faculty who made it possible to host our visitors.

Editorial

This issue of EduBrief highlights the work of various individuals and departments in the Faculty. The range of topics indicates that the Faculty is engaged in many elements of research, community engagement, and NRF-rated research.

The international visitors hosted by the Faculty indicate that there is a growing relationship between UJ and institutions in the USA. Significantly, these connections are not merely the traditional sharing of academic ideas, but also include the exploration of identity and the scrutiny of the status quo in both societies. Many UJ academic are involved in these processes and their commitment is to be commended.

The Centre for African Languages Teaching is an important initiative on UJ's Soweto Campus. This type of institution addresses the need for

teachers of indigenous languages, and therefore contributes to developing South African identity, and fostering cultural and intellectual practices.

The Flying Cows re-appear in EduBrief, and their contribution to education in the digital domain is noteworthy.

Prof Piet Ankiewicz is a rated researcher and has a growing national and international reputation. It is significant that he has been granted a further rating – improving to C2, from his previous C3. This researcher has therefore provided evidence of his research-based quality over a significant period of time.

This issue of EduBrief contains information on the Faculty that shows that there are levels of success to be noted, both as groups and as individuals.