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NURAAAN DAVIDS

BIOGRAPHICAL NOTE

Nuraan Davids is lecturer in the Department of Education Policy Studies in the Faculty of Education at Stellenbosch University. Her interests include democratic citizenship education, Islamic education and ethics in education, with a particular focus on educational policy, theory and practice, management and leadership inquiry. She holds a doctorate in Philosophy of Education from Stellenbosch University; is an Associate Editor of *South African Journal of Higher Education*; and is an Editorial Board Member of *Ethics and Education* – the international journal of the International Network of Philosophers of Education. Her most recent books are *Women, cosmopolitanism, and Islamic education: On the virtues of education and belonging* (New York & London: Peter Lang, 2013), and (with Yusef Waghid) *Citizenship, education and violence: On disrupted potentialities and becoming* (Rotterdam/Boston/Taipei: Sense Publishers, 2013).

ACADEMIC QUALIFICATIONS

PhD (Philosophy of Education): Stellenbosch University – 2012

MPhil (Educational Administration, Planning and Social Policy: University of Cape Town – 1999

Higher Diploma in Education (PG Secondary): University of Cape Town – 1993

BA (Hons) (English): University of Cape Town – 1992

BA: University of Cape Town - 1991

Academic Awards

- 1992: J.B.M Hertzog Scholarship
- 1999: John Wakeford Scholarship

PROFESSIONAL EXPERIENCE

Academic

- 2013 (January) – to present: Lecturer of Philosophy of Education (Department of Education Policy Studies, Stellenbosch University)
- 2012 (February – December): Adjunct Lecturer of Philosophy of Education (Department of Education Policy Studies, Stellenbosch University)
- 1992 (January – December): Tutor (Department of Afrikaans-Nederlands, University of Cape Town)

Management

- 2004 – 2011 (March – December): Director (Fundi Education & Training)
- 2007 – 2011 (January – December): Western Cape Project Manager (Zenex Spark Project)
- 2004 – 2007 (January – December): Project Manager (Shuttleworth Foundation Project)

Teaching

- 2000 – 2003 (January – December): Senior Facilitator; Programmes Designer (Novalis Institute)
- 1998 – 1999 (January – December): Teacher (Livingstone High School)
- 1994 – 1997 (January – March): Teacher; Grade Head (Windsor High School)

Other

- 1994 – 1997 (March - March): Author (Maskew Miller Longman)
Main author (with Ronel Gouws): Grade 10
Co-author: Grades 8, 9, 11 & 12

RESEARCH FOCUS

Philosophy of education; democratic citizenship education; ethics in education with a particular focus on educational policy, theory and practice, management and leadership inquiry.

Professional Affiliations

- 2013 – present: Associate Editor of *South African Journal of Higher Education*
- 2013 – present: Editorial Board Member of *Ethics and Education*

Completed Research

My primary research has focused on a renewed cosmopolitanism-cum-Islamic education, in which I have argued that because Islamic education is not impervious to other forms of education, it does not censure or constrain unless confronted with injustice – culminating in my monograph, *Women, cosmopolitanism, and Islamic education: On the virtues of education and belonging* (Peter Lang, 2013). I have continued to expand on my focus on Islamic education by paying closer attention to conceptions of identity as enacted by Muslim women, as well as the possibilities and opportunities within a re-articulated expression of what is commonly understood by Muslims as opposed to what is propagated by Islamic education. In continuing with analytical inquiry vis-à-vis democratic citizenship education, I have focused on cosmopolitanism, and its pedagogical implications for teaching and learning in schools and higher education. This area of my research has culminated in my latest book (with Yusef Waghid), *Citizenship education and violence in schools: On disrupted potentialities and becoming*, (Sense Publishers, 2013).

Self-Assessment of Research Outputs

I have been privileged to act a guest editor of the 64th edition of *Europa World of Learning* (Routledge, 2014) – considered by The Times Literary Supplement as 'the best single reference book on international scholarship'; and publish in *Studies in Philosophy of Education*. My first book, *Women, cosmopolitanism, and Islamic education: On the virtues of education and belonging* (Peter Lang, 2013) has been described as offering unexplored insight into the lived experiences of Muslim women in a pluralist society, and making a valuable contribution to a reconceptualised understanding of Islamic education. My second book (with Yusef Waghid), *Citizenship education and violence in schools: On disrupted potentialities and becoming*, (Sense Publishers, 2013) has been described in the foreword by David Aspin as 'a well-researched and clearly written argument as adding further increments of insight in the fields in which we are all researchers, scholars and teachers'. Moreover, I have been invited to serve as an Associate Editor of *South African Journal of Higher Education*, and serve as an Editorial Board Member of *Ethics and Education*

Ongoing Research

The ongoing and overall focus of my research is democratic citizenship education, which I have expanded into the field of educational leadership and management, as well as ethics in education. My two major research projects, which have focused on conceptions and experiences of citizenship, and leadership, respectively, have steered me in a continuing focus on violence in schools, and in exploring a humane response to the numerous challenges

confronted in schools and higher education. I am also continuing to explore the various interpretations of Islamic education, most notably by looking at the perceived tension between the enactment of a Muslim identity and a conception of democracy.

COMMITTEE MEMBERSHIPS

- 2013 (January – December): Standing Committee: Research (Faculty of Education)
- 2013 (January – December): BEd (Hons) Programme Committee

RESEARCH PUBLICATIONS (28)

Books: (2)

Davids, N. (2013) *Women, cosmopolitanism, and Islamic education: On the virtues of education and belonging*. New York & London: Peter Lang. ISBN 9783034317085.

Waghid, Y. & Davids, N. (2013) *Citizenship education and violence in schools: On disrupted potentialities and becoming*. Rotterdam/Boston/Taipei: Sense Publishers, ISBN: 978-94-6209-474-1.

International Peer Reviewed Journal Articles: (5)

Davids, N. (2014) Muslim women and the politics of religious identity in a (post) secular society. *Studies in Philosophy of Education*. link.springer.com/article/10.1007%2Fs11217-013-9389-9.

Waghid, Y. & Davids, N. (2014) On the (Im)possibility of democratic citizenship education in the Arab and Muslim world. *Studies in Philosophy of Education*. link.springer.com/article/10.1007%2Fs11217-013-9393-0

Waghid, Y. & Davids, N. (2014) Islamic education: possibilities, opportunities and tensions - Introduction. *Studies in Philosophy of Education*. link.springer.com/article/10.1007%2Fs11217-013-9385-0

Waghid, Y. & Davids, N. (2013) Muslim education and its (in)commensurability with multiculturalism: Some thoughts on the imaginative *madrassah*. *Policy Futures in Education* (In Press).

Waghid, Y. & Davids, N. (2012) Combating terrorism through an education for democratic iteration. *American Journal of Islamic Social Sciences*, 30(2): 1-20.

National Peer Reviewed Articles: (8)

Davids, N. (2014) The silence of counsellors and the attentive voice of listening: A review of Kobus Maree (ed.) *Shaping the story: A guide to facilitating narrative career counselling* (Rotterdam: Sense Publishers, *South African Journal of Higher Education* 28(1): (In Press).

Davids, N. (2013) In recognition of our universal human condition: A response to Caduri's universality plus difference *South African Journal of Higher Education*, 27(4): (In Press).

Waghid, Y. & Davids, N. (2013) Reflecting on a doctoral supervision: From scepticism to friendship. *South African Journal of Higher Education*, 27(4): 769-780.

Davids, N. (2013) Muslim schools in post-apartheid South Africa: Living with an apartheid past? *Education as Change* (Forthcoming).

Davids, N. & Waghid, Y. (2013) Teenage pregnancy and the South African Schools Act: Is Religion a Justifiable Reason for Exclusion? *Journal of Education* (In Press).

Davids, N. (2012) A reformed Islamic education: grounds for revisiting cosmopolitanism. *South African Journal of Higher Education*, 26(3): 395-410.

Waghid, Y. & Davids, N. (2012) Higher education and cosmopolitanism without illusions. *South African Journal of Higher Education*, 26(6): 865 - 872.

Davids, N. & Waghid, Y. (2012) Re-imagining democratic citizenship education: Towards a culture of compassionate responsibility. *Perspectives in Education*, 30(4): 19-28.

Under Review: (3)

Davids, N. & Waghid, Y. (2013) Educational leadership reconsidered: re-invoking authority in schools. *Social Dynamics* (Under Review).

Davids, N. (2014) Islam and multiculturalism: An exposition of a dialectical encounter. *Ethics and Education* (Under Review)

Waghid, Y. & Davids, N. (2013) Maximalist Islamic education as a response to terror: Some thoughts on unconditional action. *Educational Philosophy and Theory* (Under Review).

Book Chapters: (6)

Waghid, Y. & Davids, N. (2014) An introduction to an examination of the university in turbulent political times: On cultivating a community of responsibility. In: Waghid, Y. & Davids, N. (eds.). *The University During Times of Strife*. (London: Routledge) pp. 6-9.

Waghid, Y. & Davids, N. (2014) The Arab Spring: An opportunity to remould the scepticism. In: Waghid, Y. & Davids, N. (eds.). *The University During Times of Strife* (London: Routledge), pp. 26-29.

Davids, N. (2014) Muslim women and cosmopolitanism: Reconciling the fragments of identity, participation and belonging. In: Chapman, J., McNamara, S., Reiss, M. & Waghid, Y. (eds.) 2014. *International Handbook for Learning, Teaching and Leadership in Faith-based Schools* (Dordrecht: Springer Press) (Forthcoming).

Davids, N. (2014) Women, identity and religious education: A path to autonomy or dependence? In: Chapman, J., McNamara, S., Reiss, M. & Waghid, Y. (eds.) 2014. *International Handbook for Learning, Teaching and Leadership in Faith-based Schools* (Dordrecht: Springer) (In Press).

Davids, N. & Waghid, Y. (2014) Indigenous knowledge, Muslim education and cosmopolitanism: In pursuit of knowledge without borders. In: Van Wyk, B. & Dolapo, A. (eds.) *Indigenous concepts of education: Toward elevating humanity for all learners* (New York: Palgrave-MacMillan) (Forthcoming).

Waghid, Y. & Davids, N. (2014) On hospitality, responsibility and *ubuntu*: Some philosophical remarks on teaching and learning in South Africa. In: Petrovic, J.E. & Kunz, A.M. (eds.). *Citizenship Education: Global Perspectives, Local Practices*. London: Routledge (In Press).

International Conference Proceedings (3)

Davids, N. (2013) Democratic citizenship as a debt account of gratitude. Philosophy of Education Society of Great Britain: Annual conference. New College, Oxford University, 22-24 March.

Dauids, N. (2012) Narratives and knowledge: autoethnography as a subjective space of knowledge production. (In: Todd, S. (ed.) International Network of Philosophers of Education 13th Biennial Conference: Passion, Commitment and Justice in Education, 15-18 August 2012 (Ethiopia: Addis Ababa University), pp. 220-222.

National Conference Proceedings (1)

Dauids, N. (2013) I am therefore I belong: Fulfilling a conception of citizenship from within the self. (In: Gouws, F.E. & Wolhuter, C.C. (eds.) SAERA Conference Proceedings: Educational Research in South Africa: Practices and Perspectives), (Southern Africa: Oxford University Press), pp. 38 – 47.

Papers presented at International Conferences (4)

Dauids, N. (2013) On the (in)humanity of language of educational measurement. Philosophy of Education Society of Australasia: Measuring Up in Education. Melbourne, Melbourne Graduate School of Education, 6-9 December.

Dauids, N. (2013) Islam and multiculturalism: An exposition of a dialectical encounter. European Conference on Educational Research. Istanbul, Bahçesehir University, 9-13 September.

Dauids, N. (2013) Democratic citizenship as a debt account of gratitude. Philosophy of Education Society of Great Britain: Annual conference. New College, Oxford University, 22-24 March.

Dauids, N. (2012) Narratives and knowledge: autoethnography as a subjective space of knowledge production. The International Network of Philosophers of Education 13th Biennial Conference: Passion, Commitment and Justice in Education, Addis Ababa University, Ethiopia, 15-18 August.

Papers presented at National Conferences (1)

Dauids, N. (2013) I am therefore I belong: Fulfilling a conception of citizenship from within the self. South African Education Research Association: The state of play in educational research in South Africa: practices and perspectives, Bella-Bella (Warmbaths), Pretoria, 28-30 January.

Other (1)

Dauids, N. (2012) *Re-imagining Citizenship Education Manual* (Stellenbosch University: SUNPress)

Gouws, R & Dauids, N. (1997) *Kaperjol: Graad 10* (Cape Town: Maskew Miller Longman)

Postgraduate Supervision:

1. 2013 - 2014: MEd (Current Promoter of Winile Ntoyanto: Authoring chapter 2)
2. 2013 - 2014: MEd (Current: Promoter of Steven Haingura: Authoring chapter 2)
3. 2013 – 2014: MEd (Current Promoter of John Geland: Proposal stage)
4. 2013 – 2014: MEd (Current Promoter of Elisabeth van der Westhuizen: Proposal Stage)
5. 2013 – 2015: MEd – Full Thesis (Current Promoter of Wessel Sonnekus: Proposal Stage)
6. 2013 – 2014: MEd – Full Thesis (Current Promoter of Niel Botha: Proposal Stage)

