

*Condensed Curriculum Vitae**Karlien Conradie*

Department of Educational Psychology · Faculty of Education

Stellenbosch University Contact number: 021-808 2037 · E-mail: [karlienL@sun.ac.za](mailto:karlienL@sun.ac.za)<https://orcid.org/0000-0002-3301-456X>**BIOGRAPHICAL SKETCH**

Ek is 'n dosent en ontluikende akademikus in die Departement Opvoedkundige Sielkunde van die Universiteit van Stellenbosch. Ek is ook 'n geregistreerde opvoedkundige sielkundige. Deur my navorsing poeg ek om die estetiese disposisie as spesifieke psigoterapeutiese ingesteldheid binne die domein van onderrig en opleiding te verken en te bevorder. Ek stel belang in die benaderings van die persoonsgesentreerde, *Gestalt*- en eksistensiële psigoterapieë, en in die teoretiese beskouings van die eksistensiële en hermeneutiese fenomenologie. Voorkeurnavorsingsraamwerke sluit kwalitatiewe, interpretatiewe en poëtiese metodologieë van ondersoek in. Ek was verantwoordelik vir die skryf van 'n hoofstuk in die onlangs gepubliseerde akademiese handboek *Insigte uit Opvoedkundige Sielkunde* (Juta), sowel as die vakkundige boek *Teacher Education for Transformative Agency: Critical perspectives on design, content and pedagogy* (Stellenbosch SUN Media).

I am a lecturer and emerging academic in the Department of Educational Psychology, Stellenbosch University. I am also a registered educational psychologist. Through my research, I seek to explore and promote the aesthetic disposition as a specific psychotherapeutic mindset within the domain of teaching and training. I am interested in person-centred, *Gestalt* and existentialist psychotherapies. My main theoretical orientation draws on existential and hermeneutic phenomenology. Preferred frameworks of inquiry include qualitative, interpretative, and personal methodologies. I was the author of a chapter in the recently published academic textbook *Understanding Educational Psychology* (Juta) as well as the scholarly book *Teacher Education for Transformative Agency: Critical perspectives on design, content, and pedagogy* (Stellenbosch SUN Media).

## PERSONAL INFORMATION

Nationality:	South African
Occupation:	Lecturer and qualified Educational Psychologist
Registration number (RGBSA / HPCSA):	PS 0115975
Health:	Excellent
Language proficiency:	Afrikaans, English

## ACADEMIC QUALIFICATIONS

- **B Ed** (Intermediate and Senior phase), Stellenbosch University (2003)
- **Hons B Ed (Educational Psychology)**, Stellenbosch University (2006)
- **M Ed Psych Cum Laude** (2010)
- **PhD** (2022)

**Title:** Eksistensiële ontstigting as noodsaak vir die denkende psigoterapeut: literêre teater as platform vir die estetiese disposisie

English title: *Existential discomfort as a necessity for the thinking psychotherapist: Literary theatre as a platform for the aesthetic disposition*

*Promoter:* Prof. E. Swart

*Co-promoter:* Prof. D. Painter

### Opsomming:

Die saak wat in hierdie konseptuele studie aan die orde gebring word, is die saamsnoering van die eksistensiële-fenomenologiese noodwendigheid van literêre teater en die estetiese disposisie as psigoterapeutiese ingesteldheid by die ontwikkelende terapeut. Sistematiese teoretisering het gelei tot die ontwikkeling van 'n metateoretiese gestalt as onderrig- en opleidingsheuristiek ter verskerping van die estetiese disposisie. Die sentrale tesis is dat doelbewuste inoefening van die estetiese disposisie as psigoterapeutiese ingesteldheid, die ontwikkelende terapeut noodsaak om telkens die bestaanslae eie aan die menslike wesensaard singewend te verreken. Ten diepste veronderstel die estetiese disposisie 'n bewussynsmatige betrokkenheid, gekenmerk deur syndenke, verinnerliking en taal – geestesmiddele wat tot elke prys beskerm moet word teen die tegnokratiese materialisme van die massasielkunde.

### English synopsis:

*The purpose of this study was to comprehend the relationship between the psychological function of literary theatre and the existential-ontological attitude of the educational psychology student. This existential-ontological attitude embodies a certain artistry or aesthetic*

*disposition, characterised by qualities such as honed intuition, sensitive awareness, and the formation of nuanced connections. It is an artistry, which allows the educational psychology student to expose various layers of existence and beingness, as well as to articulate it meaningfully by way of contemplative thought and language. The study has eventually resulted in a tentative theoretical framework as well as a teaching and training tool for understanding and practicing of the aesthetic disposition as the preferred attitude of the student and psychotherapist. Another outcome of this study was the formulation of learning activities that can be utilise in the psychotherapeutic teaching and training of students to stimulate and improve the aesthetic disposition. At its core, the aesthetic disposition presupposes a conscious involvement, characterised by ontological contemplation, deepening insight as well as language. We need to protect these intellectual resources at all costs against the technocratic materialism of mass psychology.*

### FIELDS OF INTEREST

- Educational Psychology
- Child and adolescent development
- Psychotherapy
- Learning, teaching, and training within the broader field of Educational Psychology

### CURRENT POSITION

2014 –

- **Lectureship:** Department of Educational Psychology, Faculty of Education  
I act as the program coordinator of the MEd Psych program since 2019.

Domains of teaching:

- **Postgraduate Certificate in Education (PGCE):** Module: Educational Psychology
- **B Ed Honours:** Learning Challenges
- **M Ed Psych:** (*Year 1*) Teaching: Development and Support (Career Counselling) module, (*Year 2*) training and supervision of practicum students – psycho-educational assessments, intervention and support, career assessment and counselling, psychotherapy and personal development
- **MEd Psych thesis guidance/supervision:**
  - ✚ **Wittebol, J.** *Ouers se beleving van hul kind met 'n ernstige spraakgestremdheid*, MEd(Psig), 2022. Supervisor.
  - ✚ **Brassell, J.M.** *An exploration of the identity formation of adolescents growing up in bicultural households in South Africa*. MEd Psych, 2019. Supervisor.
  - ✚ **Nyback, M.** *Homework: Tedious tradition or enterprising learner endeavour*. MEd Psych, 2019. Supervisor.
  - ✚ **Rudolph, D.** *Exploring sexuality education in government high schools*. MEd Psych, 2019. Supervisor.

- ✚ **Punt Y.** *Die bewustheid, houding en rapporteringspraktyke van grondslagfase-onderwysers rakende kindermishandeling.* MEd(Psig), 2018. Cum Laude. Supervisor.
- ✚ **Blomerus, L.** *The Career Constructions of and influences on career choices of adolescents in a low-income school.* MEd Psych, 2016. Co-supervisor.
- ✚ **Radmore, A.** *Exploring the phenomenon of ephemeral social media stories amongst adolescents.* MEd Psych, 2023. Supervisor.

I am currently supervising the following MEd Psych students with approved titles:

**Bassett, N.** *Indigenous literature as a tool for promoting children's psychological wellbeing.*

**Deetlefs, P.** *Formatiewe assesseringspraktyke gedurende COVID-19 afstandsonderrig: Laerskool wiskunde-onderwysers se ervarings.*

**Du Plessis, J. G.** *Exploring the psychological wellbeing of parents raising a child with ASD.*

**Fleischack-Thomson, A.** *Experiences and practices of non-native English-speaking parents reading to their pre-school children.*

**Saunders, T.** *Digital technology in the classroom: Primary school teachers' reflective pedagogies and practices.*

- **Internal and external examiner (Master's studies)**

Internal examination:

2016: Department of Psychology (x 1)

2016 – 2022: Department of Educational Psychology (x 5)

- ✚ Topics: *Psycho-social wellbeing of learners, Neuro-diverse learning and teaching, Career development*

External examination:

2022: University of Pretoria (UP): Department of Educational Psychology x 1

2019: University of Johannesburg (UJ): Department of Educational Psychology x 1

2018: University of Pretoria (UP): Department of Educational Psychology x 2

2017: University of Pretoria (UP): Department of Educational Psychology x 1

- ✚ Topics: *Psychotherapy, Psycho-Educational Assessment, Adolescent living and learning*

## **ACADEMIC PUBLICATIONS, AWARDS & ACHIEVEMENTS**

### **Book chapters**

- **Conradie, K.** (2020). Teaching Educational Psychology: Creating an epistemological disposition, In C. America, N. Edwards & M. Robinson (Eds). *Teacher Education for Transformative Agency: Critical perspectives on design, content and pedagogy.* Stellenbosch: African Sun Media, pp. 33 – 51. [doi.org/10.18820/9781928480938/03](https://doi.org/10.18820/9781928480938/03)
- **Conradie, K.** (2018). Opvoedkundige Sielkunde en estetiese onderrig, In I. Eloff & E. Swart (Eds). *Insigte uit Opvoedkundige Sielkunde.* Kaapstad: Juta, pp. 309-315.

- **Conradie, K.** (2018). Educational Psychology and Aesthetic learning, In I. Eloff & E. Swart (Eds). *Understanding Educational Psychology*. Cape Town: Juta, pp. 309-315.

### **Conference Papers**

- **Conradie, K.** (2019). *Opleiding van studente in loopbaanvoorligting: Ontwikkeling van 'n artistieke voorligtingshulpmiddel*. SOTL: 12<sup>th</sup> Annual Conference, October 29 & 30, Somerset West.
- **Conradie, K.** (2018). *Die ontwikkeling van geskrewe en digitaal geanimeerde opleidings- en praktykhulpbronne*. SOTL: 11<sup>th</sup> Annual Conference, October 30 & 31, Somerset West.
- **Conradie, K.** (2016). *Wanted: Schools, teachers and children with a sense of imaginative wonder*. SAERA: Fourth Annual Conference, October 23-26, Cape Town.
- **Conradie, K.** (2016). *Pre-linguistic teaching and learning opportunities: Promoting aesthetic openness*. SOTL: 9<sup>th</sup> Annual Conference, October 25 & 26, Somerset West.
- **Conradie, K.** (2015, October). *The situatedness of professional learning of teachers who teach for inclusion*. First South African Symposium: Teacher Education for Inclusion. Conference presented by the Northwest University, Vanderbijlpark.
- **Conradie, K.** (2015). *Connections with others and with self: The essence of transformative learning*. SOTL: 8<sup>th</sup> Annual Conference, October 27 & 28, Stellenbosch.
- **Conradie, K. & Brand, H. J.** (2012). *A Basic management programme for academic underachievement of University Students*. South African Association for Counselling and Development in Higher Education (SAACDHE). Conference presented at the University of the Free State, Bloemfontein.

### **Academic, teaching & research funding**

2022

1. *Het Jan Marais Fonds* (teaching project 2022-2023)

2018

1. Fund for Innovation and Research into Learning and Teaching (FIRLT) (Stellenbosch University)

**Conradie, K.** *Loopbaanvoorligting: Die ontwikkeling van geskrewe en digitaal geanimeerde opleidings- en praktykhulpbronne*.

2016

1. Early Research Career (ERC) Funding (Category 1) (Stellenbosch University)
2. *Suid-Afrikaanse Akademie vir Wetenskap en Kuns* (Post graduate bursary)

### **Newspaper and research bulletin contributions**

- **Conradie, K.** (2016, November). Die estetiese leerervaring: bepeinsing van 'n beginner akademikus. *Faculty of Education Research Bulletin*, p. 14-16.

- **Conradie, K.** (2015, September 14). Antwoorde vir Fetale Alkoholspektrumafwykings verg wyer denke. *Die Burger*, p. 15.
- **Conradie, K.** (2015, Oktober 20). Interpersonal sensitivity will empower the language discourse. *Cape Times*, p. 9.

#### Articles in accredited journals

- **Conradie, K., & Swart, E.** (2023). Die waarde van literêre teater in die bewussynsopvoeding van psigoterapiestudente. | *The value of literary theatre in the consciousness education of psychotherapy students. Tydskrif vir Geesteswetenskappe | Journal of Humanities*, 63(1).
- **Conradie, K.** (2018). Die estetiese ingesteldheid as psigoterapeutiese kwaliteit in 'n hoofsaaklik apatiese, gedigitaliseerde omgewing. | The aesthetic disposition as psychotherapeutic quality in a mainly apathetic, digitalized environment. *Tydskrif vir Geesteswetenskappe | Journal of Humanities*, 58(2-4):975-990. doi 10. 17159/2224-7912/2018/v58n4-2a7
- **Conradie, K. & Swart, E.** (2013). Teoretisering van die selfkonsep van studente wat hinkel. *LitNet Akademies*, 10(2), 629-667.

