



NEWSLETTER

Unlocking the lockdown through educational renewal

December 2021

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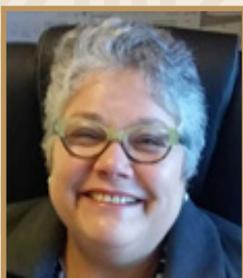
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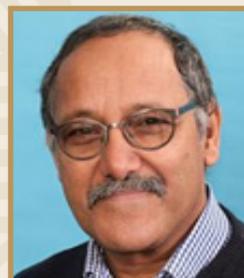
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FOREWORD / VOORWOORD

Light at the end of the tunnel



Provisional information shows that the Omicron variant of the corona-virus is much more infectious than its SARS-CoV-2 predecessors, but less deadly and follows the same course as the Spanish Flu of 1918.

Infection numbers are decreasing, deaths and hospitalisations are decreasing, and oxygen demand is much lower.

According to Dr Michele Groome, head of the National Institute for Communicable Diseases (NICD), the hospital stays of patients with Covid-19 are currently much shorter, and much fewer people are being admitted to intensive care wards. It is reported that more than 70% of South Africans have already been exposed to the coronavirus. Scientists are of the opinion that immunity due to natural exposure and protection linked to the almost 30 million vaccinations are probably the reasons why fewer people are getting seriously ill.

President Ramaphosa already hinted that compulsory vaccination might be considered. Many businesses and medical schemes have announced similar measures. The universities of the Free State, Cape Town and Western Cape have announced vaccination mandates (that staff as well as students must be vaccinated) whilst the University of Stellenbosch is undertaking extensive consultation hoping to institute similar requirements. The ministerial advisory committee on Covid-19 has advised that the isolation period for infected people should be decreased from ten to seven days.

At last there is light at the end of the tunnel. Dr Richard Friedland, head of Netcare, has predicted that Omicron might mean the end of the Covid-19 pandemic as experienced for the past two years. Prof Glenda Gray, head of the Medical Research Council, has described the latest developments as encouraging. "This could mean the end of Covid-19, with the virus which has weakened to such an extent that it is highly infectious but does not cause severe disease." However let me be the first to warn that we must still remain vigilant.

Prof Michael le Cordeur (Chair)

Lig aan die einde van die tunnel

"This could mean the end of Covid-19 with the virus which has weakened to such an extent that it is highly infectious but does not cause severe disease."

Voorlopige inligting van oor die hele wêreld heen wys dat die Omikron-variant van die korona-virus is meer aansteeklik as sy SARS-CoV-2 – voorgangers maar minder dodelik en volg die dieselfde trajek as die Spaanse griep. Die infeksiegetalle begin daal, daar is nie 'n skerp toename in hospitalisasies en sterftes nie, en die behoefte aan suurstof is minder.

Volgens Dr Michele Groome, hoof van die Nasionale Instituut vir Oordraagbare siektes (NIOS), is die hospitaalverblyf van patiente met Covid-19 tans heelwat korter en minder word in waaksale opgeneem. Meer as 70% van Suid-Afrikaners is reeds aan die virus blootgestel. Wetenskaplikes meen dat immuniteit weens natuurlike blootstelling en byna 30 miljoen inentings van die redes is waarom minder mense ernstig siek word.

President Ramaphosa het geskimp dat verpligte inenting dalk ons voorland is en talle besighede en mediese fondse het soortgelyke maatreëls aangekondig. Die universiteite van die Vrystaat, Kaapstad en Wes-Kaapland het aangedui dat personeel asook studente hulself moet laat inent en ons eie Universiteit is besig met 'n konsultasieprogram met dieselfde doel voor oë. Die ministeriële advieskomitee oor Covid-19 het aanbeveel dat die isolasie tydperk van tien tot sewe dae verkort word.

Uiteindelik is daar lig aan die einde van die tunnel. Dr. Richard Friedland, hoof van Netcare, voorspel dat Omikron dalk die einde van die Covid-19-pandemie kan beteken. Prof Glenda Gray, hoof van die Mediese Navorsingsraad, het die jongste tekens as bemoedigend beskryf: "Dit mag dalk die einde van Covid-19 inlui met die virus wat homself tot so 'n mate verswak dat dit hoogs aansteeklik is, maar nie ernstige siekte veroorsaak nie". Desondanks is ek die eerste om te maan dat almal steeds versigtig moet wees.

Prof Michael le Cordeur (Voorsitter)

Message from the dean



Prof Mbulu Madiba

Since the outbreak of the COVID-19 pandemic, the world is full of turmoil and loss. As students and as educators, we are being asked to find ways to process and address the resulting educational, physical and emotional challenges. We are all grappling with how teaching and learning should proceed amid the pandemic. Our university took a decision to ensure business continuity amidst the pandemic. While acknowledging disrupted classes as a reality, our university worked hard to prevent

disrupted learning.

These efforts led to the successful completion of the year. Thanks to staff for all the hard work they have put into adapting their learning and teaching support material and course frameworks to online environment. As the new year begins, we continue to learn as we go along. The major challenge faced by our Faculty was with regards to teaching practice as schools were not all accessible due to the shut down and increasing rates of COVID-19 infections.

We miss you, Marian



Marian Clift

25/3/1965 – 16/07/2021

I had the privilege of teaching and supervising Marian in her honour's year. I was also the internal examiner for her master's degree. I was pleasantly surprised by the depth she had added to the extension of her honours project into a master's thesis. She carried with her a "burden of care" for the well-being of students and teachers in a challenging, complex world. My interactions with her were always pleasant and learningful. She was particularly keen on driving curriculum renewal in the English Education programme. It was this aspect that dominated our last conversation on the 28th of June 2021. After telling her to take time to rest, her response was: "Thank you John. I appreciate your kindness. It really is a challenge taking on a new job during a pandemic." We never spoke again. In her last words, she leaves us with the burden of care, namely, that the wellness of our colleagues and students should never be taken for granted.

– John Ruiters

A breath of fresh air

Marian Clift was a breath of fresh air in our department. She was an exceptional postgraduate student and a diligent colleague. Above all, she had a conscience. In the honours class I remember how she supported one of the students who struggled with her assignments. She worried endlessly about the undergraduate students' ability to write correct and coherent English. I was amazed by the detail and depth of her material on SunLearn. She was a true inspiration to her students. The sheer variety of stimulating topics and materials was unbelievable. If she started in this way, where would she have ended? In this tumultuous period she was also writing articles and her PhD proposal. I was scrolling through her last e-mails to me:

- 'Christa, ek is oppit!' (referring to revisions to her PhD proposal), followed by
- 'Wil jy saam met my 'n boek skryf?', followed by
- 'Jip, ek love Shakespeare!', which was her agreeing to co-supervise an honours student's research project. And then of course the heartbreaking, 'Ek is so siek soos 'n hond'. I miss her. I miss her every day.

– Christa van der Walt

I was fortunate to have met Marian in 2019, when I first started working at SU's Language Centre. Her energy and passion for English was palpable. We had a mutual love of reading and had many discussions about novels, poetry and plays we had seen. Marian encouraged her daughter, Claire, to complete a TEFL course in 2020 through the English Portfolio I coordinated, and Claire has since become an ad hoc member of the Language Centre's ESL teaching team. Marian's enthusiasm, love of literature and dynamic personality will be forever missed.

– Shannon Bishop-Swart



Maureen Robinson New President for SAERA

Prof Maureen Robinson

A member of our department, Prof Maureen Robinson, has been elected president of the South African Education Research Association (SAERA). Robinson is one of the founding members of SAERA, which was launched in 2013. The organisation's main aim is to professionalise, cohere and improve educational research and academic work in South Africa.

Robinson says she is honoured but also aware of the great responsibility that comes with the position. Robinson has held various key positions in the education sector. She has served as Dean of the Faculty of Education at two universities – the Cape Peninsula University of Technology (2002–2012) and Stellenbosch University (2012–2017). She has served on the executive of various national and international policy structures, including the Education Deans' Forum.

A National Research Foundation (NRF) rated researcher, Robinson's work as a researcher and lecturer supports her passion for innovation in the education sector. Robinson commits herself to help promote interaction and collaboration between national and provincial education departments and research organisations such as the NRF. "I enjoy new projects, to think about educational innovations and to develop learning material, to work and engage with students and young scholars."



Chancellor's Award for Chris Reddy

Prof Chris Reddy

Over the past 20 years at SU, Prof Chris Reddy has played a key role in the development of environmental education. It is only fitting that he is one of the recipients of SU's prestigious Chancellor's Awards in 2021.

As a former chair and current professor in the Department of Curriculum Studies, Prof Reddy's research in the field of Curriculum Studies, Environmental and Teacher Education has contributed significantly to the integration of social impact in the curriculum for both secondary and tertiary education. An outstanding scholar and National Research Foundation-rated researcher, Prof Reddy has successfully integrated his research with teaching and social impact.

Throughout his 20-year career at SU, including a term as departmental chair, he has led ground-breaking community projects and made an immense contribution to the development of environmental education through his research and scholarship. He managed and co-ordinated the EEPUS (Environment Education Project at University Stellenbosch) and he played a pivotal role in establishing and including Environmental Education as a school subject and as a module in our BEd, PGCE and Hons programmes.

With Prof Chris' help and knowledge, the wetland in Cloetesville was successfully restored. The resource is still being used by the community and the school.

On Wednesday, 1st of December, Faculty members gathered at Erinvale Estate for a year-end function during which we bade farewell to two colleagues. Former Dean, Prof Maureen Robinson, and professor in the Department of Curriculum Studies, Chris Reddy, will be retiring at the end of 2021 leaving big shoes to fill. Although retiring both Prof Reddy and Prof Robinson will continue to play a role as Emeritus Professors.

Prof Michael le Cordeur, Chair of the Department of Curriculum Studies shares a few thoughts: I have known Prof Robinson since her appointment in the Faculty. She always struck me as a knowledgeable person, who bases everything that she says on facts. She remains calm no matter the circumstances are and never allows any crisis to derail her from her goals. When she speaks, she does so with authority which she has earned and honed over many years of experience. Her academic outputs on education are respected by everyone in the educational world.

Prof Michael le Cordeur shares his thoughts: I have known Prof Chris Reddy even before I joined the Faculty in 2009. As the Circuit Manager of Education in Stellenbosch and District I met Chris when he conducted various research projects at schools with a relevant social impact in the Stellenbosch District. The Rietenbosch Wetland Environmental Project is one that immediately comes to mind. As a colleague I worked with Chris in the Department of Curriculum Studies; he acted as a mentor. In recent years he became my go-to-person when I needed advice.

Promotions in our Department



Liezel Frick becomes a FULL professor

Prof Liezel Frick

Liezel Frick is a professor in the Department of Curriculum Studies and director of the Centre for Higher and Adult Education (CHAE). Her research interests are within the areas of higher and adult education. Her work on doctoral education is internationally recognised and her academic research area is linked to her NRF rating. She is co-chair of the International Doctoral Education Research Network, a member of the European Association for Research on Learning and Instruction Special Interest Group on Researcher Education and Careers, and an invited member of the expert group on doctoral education for the Herrenhausen Initiative.

She is part of a consortium that hosts the International Biennial Conference on Postgraduate Supervision. Her research and collaborative work enable her to contribute substantively to early career researcher development initiatives across the African continent as part of the CHAE short course offering, SU's Emerging Scholars programme, and the African Doctoral Supervisor online short course.

Her current responsibilities include leading a joint doctoral programme (in collaboration with Coventry and Walter Sisulu universities) and co-ordinating a MPhil programme in Higher Education Studies.



Faaiz Gierdien promoted to Associate Professor

Prof MF Gierdien

Faaiz Gierdien teaches undergraduate mathematics education modules and supervises postgraduate students in the Department of Curriculum Studies. He holds a doctorate in Curriculum, Policy and Teaching from Michigan State University, with a focus on mathematics teacher education. His research interests span mathematics education, teacher education, with a particular focus on aspects of continuing professional development (CPD) for teachers and the use of information and communications technology in relation to school Mathematics.

Currently he serves as a co-principal investigator in a flagship CPD initiative, located at the University of the Western Cape. This initiative works with mathematics teachers who work in high schools located in low socio-economic status areas in the Western Cape. This opportunity allows him to address university-school relations, especially the intersection and interaction between research knowledge and school teaching.

More recently he started researching visual redress and transformation issues, focusing on Stellenbosch University's main campus buildings.



Erna Lampen now a Senior Lecturer

Dr Erna Lampen

Dr Lampen's research focus is aligned with her teaching goal, namely the relationship between teachers' own attitudes towards mathematical thinking and their efforts to stimulate mathematical thinking of their learners and take up such thinking in class discussions. Her PhD study researched teachers' statistical thinking, and specifically the development of formal statistical discourse from everyday discourse.

Her interest in discourse development remains evident in her pedagogy and informs her community work. To this end she supports her final year students to stimulate mathematical thinking of learners in mathematics clubs.

Dr Lampen is regularly asked to advise and assist the WCED with projects and was honoured to be nominated twice as the lecturer who most influenced the academic and epistemic views of the best performing first year student in the Education Faculty. She maintains that the award demonstrates that when first year students are intellectually challenged to rethink their epistemologies and become aware of their own thinking, they are intrigued by the intellectual demand of becoming a teacher and they rise to the challenge.

Research Outputs in 2021

Department of Curriculum Studies

Journal articles accredited

Albertyn R & Bennett K. Containing and harnessing uncertainty during postgraduate research supervision. *Higher Education Research*.

Albien AJ & Mashatola NJ. A review and conceptual model of international student mobility decision-making. *Social Inclusion*.
America C & Skelly L. Exploring the scope of and gaps in the teaching and learning of Business Studies at school and teacher education levels. *The Journal for Transdisciplinary Research in Southern Africa*.

Becker A. Decolonial human rights education: Changing the terms of conversations on human rights. *Human Rights Education Review* 2021; 4(2): 49-68.

Blignaut S, Pheiffer G, Le Grange L, Maistry S, Ramathan L, Simmonds S & Visser A. Engendering a Sense of Belonging to Support Student Well-Being during COVID-19: A Focus on Sustainable Development Goals 3 and 4. *Sustainability*.

Brodin Em & Avery H. Cross-disciplinary collaboration in multidisciplinary learning environments at doctoral level. *A Review of Science, Learning, and Policy*.

Brodin Em, Bergqvist Rydén J, Ljungqvist M & Sonesson A. Historical images of teachers and their underlying ideologies in Swedish academia. *Linguistics and Education*.

Daher W, Gierdien F & Anabousy A. Self-efficacy in creativity and curiosity as predicting creative emotions. *JRAMathEdu. Journal of Research and Advances in Mathematics Education*.

De Villiers MD. An interesting theorem related to a hexagon with opposite sides that are parallel. *International Journal of Mathematical Education in Science and Technology*.

De Villiers MD. Some more properties of the bisect-diagonal quadrilateral. *Mathematical Gazette*.

Esau O. Towards the decolonisation of religion education in a pre-service education classroom. *British Journal of Religious Education*.

Fouche N, Pedro M & Van Der Merwe M. Gefokusde take in die Afrikaans Huistaal-klaskamer vir die kommunikatiewe onderrig van Afrikaans-grammatika. *Litnet Akademies*.

Hautemo A & Van Der Merwe M. Scaffolding of Wikipedia translation for technology-enhanced language learning. *Journal for Language Teaching*.

Hopwood N, Dadich A, Elliot C, Moraby K. How is Brilliance Enacted in Professional Practices? *Professions & Professionalism*.

Hopwood N, Elliot C, Pointon K. Changing the World for Children with Complex Feeding Difficulties: Cultural-Historical Analyses of Transformative Agency. *Cultural-Historical Psychology*.

Le Grange L. (Individual) Responsibility in decolonising the university curriculum. *South African Journal of Higher Education*.

Le Grange L. Covid-19 pandemic and the prospects of education in South Africa. *Prospects* 2021; 51: 425-436.

Leshem S & Bitzer E. 'Signposting' research stories in doctoral theses: Writing that keeps the reader in mind. *Per Linguam*.

Leshem S & Bitzer E. The invisible support networks of doctoral candidates: What acknowledged-gement sections of doctoral theses reveal. *South African Journal of Higher Education*.

Leshem S, Carmel R, Badash M, Topaz B. Learning Transformation Perceptions of Preservice Second Career Teachers. *Australian Journal of Teacher Education*.

Maistry S, Blignaut S, Du Preez P, Le Grange L, Ramathan L, Simmonds S. Towards a counter-narrative: Why dissent/agonism might have appeal in a neoliberal higher education space. *Alternation*, 28.

Manana T & Rule P. From deficit to apposite: A critique of NEET constructions of out-of-school youth in Eswatini (formerly Swaziland). *International Review of Education*.

Manik S & Tarisayi KS. "What happened to my sister's keeper?" A case of abuse at a university in South Africa. *Cogent Social Sciences*.

Munyaradzi C, Hlalele DJ & Tarisayi KS. Exploring safety in disaster-induced displacements relocation site schools in Tokwe-Mukosi, Zimbabwe. *JAMBA: Journal of Disaster Risk Studies*.

Owusu-Agyeman Y & Fourie-Malherbe M. Students as partners in civic engagement in higher education. *Studies in Higher Education*.

Owusu-Agyeman Y & Fourie-Malherbe M. Enhancing technical and vocational knowledge and skills of adult learners in Ghanaian universities. *Journal of Vocational and Adult Education*.

Philander CJ & Botha ML. Natural sciences teachers' professional development through a Community of Practice. *South African Journal of Education*.

Reddy C. Environmental education, social justice and teacher education: Enabling meaningful environmental learning in local contexts. *South African Journal of Higher Education*.

Robinson M. Being a teacher educator: Research-Informed Methods for Improving Practice – Book Review. *European Journal of Teacher Education*.

Robinson M. Research for policy and practice in teacher education: The case of the Professional Practice Schools research project. *Journal of Education*.

Selmer S, Lampen E & Lindstrom D. Pre-service teachers engaged in noticing aspects of learner written work. *South African Journal of Education*.

Strydom Sc, Wessels H & Anley C. Moving beyond the tools: pre-service teacher views on what they value in a digital literacy short course. *South African Journal of Childhood Education*.

Tarisayi Ks & Munyaradzi E. A simple solution adopted during the Covid-19 pandemic: Using WhatsApp at a university in Zimbabwe. *Issues in Educational Research*.

Taylor R & Van Der Merwe M. Vermengde leer in die Afrikaans Huistaal-klaskamer: onderrigbenaderings en leertegnologie in harmonie. *Litnet Akademies*.

Tshuma N. The vulnerable insider: navigating power, positionality and being in educational technology research. *Learning, Media and Technology*.

Wisker G, Mccinn M, Bengtsen S, Lokhtina I, He F, Corner S, Leshem S, Inouye K, Löfström E. Remote doctoral supervision experiences: Challenges and affordances. *Innovations in Education and Teaching International*.

Book chapters

Becker A & Becker I. Conceptualising (De)colonial Identity in South Africa. In: R. Wills, M. de Souza, J.M. McMahon, C. Roux, B. Mukhlis, A. Bakar. (Eds.) *The Bloomsbury Handbook of Culture and Identity from Early Childhood to Early Adulthood: Perceptions and Implications*. Bloomsbury, United Kingdom.

Brodin E, Sonesson A & Ahlberg A. Sweden. In: Taylor S, Kiley M & Holley K (Eds.) *The Making of Doctoral Supervisors: Inter-national Case Studies of Practice*. Routledge, Abingdon, Oxon.

Dunn-Coetzee M & Fourie-Malherbe M. Promoting social change amongst students in higher education: In: Fourie-Malherbe M (Ed.) *Creating Conditions for Student Success from a South African university*. African Sun Media.

Frick BL. Doctoral Creativity as an Epistemological Force in Saving or Destroying the World. In: Barnacle R & Cuthbert D (eds.) *The PhD at the End of the World: Provocations for the doctorate and a future contested*. Springer.

Frick B & Mouton J. Doctoral education as a field of global scholarship: An analysis of Anglophone published research. In: Rule P, Bitzer E & Frick BL (Eds): *The global scholar: Implications for postgraduate studies and supervision*. African Sun.

Gierdien F. Indexing visual redress at Stellenbosch University: Ways of viewing and reading while walking through the Arts and Social Sciences Building. In: Fataar A & Costandius E (Eds.) *Evoking Transformation: Visual Redress at Stellenbosch University*, African Sun Media.

Griesel G & Fourie-Malherbe M. A framework for enhancing the design skill sets of Landscape Architecture students. In: Smith, Charlie (ed). *Progressive Studio Pedagogy. Examples from Architecture and Design Fields*. Routledge/Taylor.

Hearne L & Wessels D. Learners developing understanding of Fractions via Modelling. In: Frederick Leung, Gloria Stillman, Gabriele Kaiser, Ka Lok Wong (eds.) *Mathematical Modelling Education in: International Perspectives on the Teaching and Learning of Mathematical Modelling*. Springer.

Löfström E & Pyhältö K. How research on ethics in doctoral supervision can inform education policy. In: Ann Lee, Rob Bongaardt (eds.) *The Future of Doctoral Research: Challenges and Opportunities*. Routledge.

Kacerja S, Julie C, Gierdien F, Herheim R, Lillard L & Smith C. South African and Norwegian Prospective Teachers' Critical Discussions about Mathematical Models used in Society. In: Frederick Leung, Gloria Stillman, Gabriele Kaiser, Ka Lok Wong (eds.) *Mathematical Modelling Education: International Perspectives on the Teaching and Learning of Mathematical Modelling*. Springer.

Le Grange L. Decolonising the university curriculum: The what, why and how. In: Lee JC-K and Gough N (eds.) *Transnational education and curriculum studies: International perspectives*. Routledge.

Madiba M. Beyond Multilingualism in Ancient Contexts. In: Jonker LC, Berlejung A & Cornelius I (Eds.) *Multilingualism in Ancient Contexts: Perspectives from Ancient Near Eastern and Early Christian Contexts*. African Sun Media.

Robinson M & Rousseau N. Disparate understandings of the nature, purpose, and practices of reflection in teacher education. In: Gravett S & Henning E (eds.) *Glimpses into Primary School Teacher Education in South Africa*, Routledge.

Roux C & Becker A. The Influence of Race and Religion on Identity Construction in Post-Apartheid South Africa. In: R. Wills et al. (Eds.) *The Bloomsbury Handbook of Culture and Identity: Perceptions and Implications*. Bloomsbury.

Roux C & Becker A. Unconditional hospitality in place: A responsibility for religion and values education in South Africa. In: Francis LJ, Lankshear DW, Parker SG (Eds.) *New Directions in Religious and Values Education. International Perspectives*. Peter Lang, Oxford.

Rule P. Reflections on Covid-19 and the global scholar. In: Rule P, Bitzer E & Frick BL (Eds.) *The global scholar: Implications for postgraduate studies and supervision*. Stellenbosch: African Sun Media.

Rule P, Bitzer E & Frick BL. The global scholar: Three conceptual lenses – horizon, currency, trajectory. In: Rule P, Bitzer E & Frick BL (Eds.) *The global scholar: Implications for postgraduate studies and supervision*. Stellenbosch: African Sun Media.

Schreiber-Barsch S & Rule P. Shifting lenses to a participatory ethos in research: Adult learners with disabilities in Germany and South Africa. In: Köpfer A, Powell JW & Zahnd R (Eds.) *Handbuch Inklusion International: International Handbook of Inclusive Education: Global, National and Local Perspectives*.

Strydom S. Academics' use of educational technology in the curriculum. In: Fourie-Malherbe M (Ed.) *Creating Conditions for Student Success: Social justice perspectives from a South African university*. African Sun Media.

Wisker G, Robinson G & Leshem S. Working together beyond the PhD. In: Rule P, Bitzer E & Frick BL (Eds.) *The global scholar: Implications for postgraduate studies and supervision*. Sun Media.

Books Published

America, Edwards & Robinson (Eds.) *Teacher Education for Transformative Agency*. Sun African Media.

Bosman JP, De Klerk M, Strydom SC, Van Petegem W. *Evolving as a Digital Scholar: Teaching and Researching in a Digital World*. Leuven University Press.

Le Cordeur MLA. *Davy Samaai: The Peoples Champion. / Davy Samaai: Kampioen van die Struggle*. Naledi.

Doctoral Degrees

Davidse ZAA. *Learning by design: Enhancing the digital literacy of adult learners in a blended learning environment*. Promotor: Prof M Fourie-Malherbe; mede-promotor: Dr A van der Merwe.

Farmer JL. *Narratives of black women academics in South African higher education: An autoethnography*. Promotor: Prof R Carolissen; Mede-promotor: Prof B Leibowitz.

Kruger S. *Music teaching and the integration of music education in grade one*. Promotor: Prof J Jansen.

Rodrigues-Losada RJ. *High school mathematics teachers' learning experiences during a professional development intervention aimed at improving their understanding of using GeoGebra*. Dr MF Gierdien.

Shiweda MA. *Narrative writing and language biographies on English language learning: the case of Hipikepunye Pohamba Campus*. Prof C van der Walt.

Swartz CB. *Die kurrikulumadviseur se kurrikulumleiersrol tydens die implementering van kurrikulumveranderinge in die Algemene Onderwys- en Opleidingsband. 'n gevallestudie*. Prof AE Carl.

Taylor R. *Die integrasie van leertegnologie deur vermengde leer in die onderrig van Afrikaans Huistaal*. Promotor: Dr M van der Merwe & Dr S Strydom.

Xeketwana AS. *The implementation of the language policy for multilingual education: extending the teaching and learning of isiXhosa for communicative purposes in teacher education*. Promotor: Prof M Robinson.

Masters Degrees

Andjamba MNL. *Teaching senior secondary school mathematics for retention*. MEd. Studieleier: Dr MF Gierdien.

Bowers BE. *Teachers identifying and responding to learner errors and misconceptions in Numbers, Operations and Relationships in the Intermediate Phase*. MEd. Studieleier: Dr MF Gierdien.

Cilliers E. *An extra set of eyes and ears: Peer collaboration within a Bachelor of Education (Honours) research project*. MEd. Studieleier: Prof M Robinson.

Craven A. *Developing boredom as a pedagogical tool for fostering creativity in higher education: a pedagogical metaphor*. MPhil. Studieleier: Prof BL Frick.

Cronje LC. *A narrative account of senior student needs in preparation for employment*. MPhil. Studieleier: Prof BL Frick.

De Kock JC. *Peer tutoring as an intervention strategy in accounting education*. MEd. Studieleier: Dr CG America.

De Wit WA. *Development of students' intercultural competencies through a study abroad experience: an institutional case study*. MPhil. Studieleier: Prof M Fourie-Malherbe.

Dirks LM. *An investigation into teachers' perspectives on the implementation of environmental concepts in life orientation in grade 9: a Western Cape case study*. MEd. Prof CPS Reddy.

Fortuin KJ. *'n Ondersoek na die rol van die probleemoplossing-benadering om die gaping in 'n multigraad wiskundekurrikulum vir grade 4, 5 en 6 te oorbrug*. MEd. Studieleier: Prof DCJ Wessels.

Frenzel J. *Identity and Modelling in Mathematical Literacy: a case study in Designing Mathematical Literacy*. MEd. Dr E Lampen.

Gow M. *A case study of mental mathematics lessons: Analysing early grade teachers' perceptions of practice*. MEd. Dr E Lampen.

Hearne L. *Children's representations while developing an understanding of fractions through a semiotic lens in a modelling classroom*. MEd. Studieleier: Prof DCJ Wessels & Prof D Leiss.

Kashedi PW. *Mature-age undergraduate students' perceptions of their learning experiences at university*. MPhil. Prof PN Rule.

Maree L. *Faktore wat studente motiveer om by 'n Afrikaanse hoëronderriginstelling te studeer*. Prof M Fourie-Malherbe.

Maree CE. *A study of pre-service science teachers' pedagogical use of multiple representations during lesson presentations*. MEd. Studieleier: Dr N Edwards.

Nel ES. *Doctoral experiences of supervision at one South African university*. MEd. Studieleier: Prof BL Frick & Dr K Pyhältö.

Nieuwoudt, M. *Investigating how the culture of primary schools affects the reading proficiency of grade four learners in selected Western Cape schools*. MEd. Prof M le Cordeur.

Rossouw N. *A narrative study of the hidden curriculum in a private higher education institution*. MPhil. Prof BL Frick.

Theart E. *Grade 6-learners' views on the difficulties they experience with mathematical word problems*. MEd. Dr E Lampen.

Van Der Berg M. *The role of literacy acquisition in shaping professional identity in human resources*. MPhil. Prof PN Rule.

Van der Merwe M. *Die onderrigleervooreure van Generasie Z-studente in onderwys: 'n oorsig*. MEd. Prof M Fourie-Malherbe.

Appointments in Curriculum Studies



New appointment for Practical Learning

Chrischar Rock

Chrischar Rock brings with her 20 years of teaching experience, both in South Africa and abroad. She holds a Master's degree in Education and International Development and is currently reading for her PhD with a focus on democratic citizenship education in South African schools. Chrischar also actively advocates for the advancement of after school programme provision in low- and no-fee schools and hopes that her new role as lecturer of Practical Learning will combine her passions and prepare teachers for all schooling contexts across South Africa and globally.



New appointment for Geography

Dr Kudzayi Savious Tarisayi

Dr Kudzayi Savious Tarisayi holds a PhD in Social Science Education from the University of Kwazulu-Natal. He has published on teacher migration in South Africa; xenophobia (/ afrophobia) and contemporary issues in education. He is also passionate about the integration of ICT in Geography Teaching. He is a member of the Southern African Geography Teachers' Association (SAGTA) and International Association for Impact Assessment South Africa (IAIAsa).

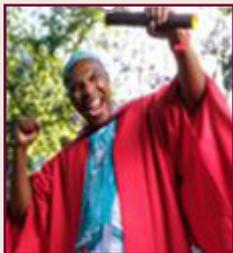
New appointment for English



Shannon Bishop-Swart holds a Bachelor of Arts in Education (University of Pretoria), a diploma in Drama (Trinity College in London), a Masters in TESOL (Teachers College, Columbia University) with a Fulbright scholarship, and is currently pursuing her PhD in Education at Stellenbosch University. She has 21 years of local and international experience in teaching, and has held the positions of Head of English, Deputy Head of Academics and Lead Teacher Trainer, and has taught across 4 continents.

Shannon Bishop-Swart

She is the co-founder of PACHEDO, an international education non-for-profit based in Uganda. Her passions include education equality, the use of technology in teaching, teacher training and English as a Second/Additional Language (ESL/EAL).



PhD despite lockdown for Simthembile

Simthembile Xeketwana

After years of perseverance, dedication and hard work, the academic career of Simthembile Xeketwana, a lecturer in isiXhosa in our Department, has achieved the PhD degree in Curriculum Studies.

Xeketwana, the head of Huis Francie van Zijl on the Tygerberg campus, was awarded the degree at Stellenbosch University's December graduation. In addition to his PhD, Xeketwana also boasts a BA degree (2011), Post-graduate Certificate in Education (PGCE) (2011) and BA Honours in African Languages (2012) from Rhodes University. His other qualifications obtained from SU include a Master's in Linguistic Theories and Text Linguistics (cum laude) (2016) and a Postgraduate Diploma (2017).

"I always find a reason to further my studies. After my

first degree, I wanted to be a teacher and registered for a PGCE. After I started teaching at Diocesan School for Girls in Makhanda, I realised I needed to strengthen my understanding of linguistics and language teaching and completed my honours, followed by a Master's degree to help me understand language teaching better," he said.

Xeketwana commenced with his PhD studies in 2019, shortly after being appointed as a lecturer at SU. "I wanted to broaden my skills and knowledge regarding multilingual education in higher education and started with a doctoral degree in multilingual education," he said.

His PhD dissertation, entitled "The implementation of the language policy for multilingual education: Extending the teaching and learning of isiXhosa for communication in teacher education", focuses on multilingual education in South African schools of learners from diverse language backgrounds.

His study aims to prepare preservice teachers for linguistically diverse classrooms. Thus, this study developed an intensive isiXhosa education module to equip Afrikaans and English students in the B.Ed. Foundation Phase with isiXhosa for communication.



Prof Peter Rule excels with most cited article

Prof Peter Rule

We are very proud of Prof Peter Rule, a lecturer in the Centre for Adult and Higher Education in our department, whose article, co-authored with Sandra Land (2017), 'Finding the plot in South African reading education', was the most cited article in Humanities and Social Sciences - AOSIS Scholarly domain for 2020.

This article argues that we have lost the plot in South African reading education. To find it, we need to move beyond the predominant mode of reading as oral performance, where the emphasis is on accuracy and pronunciation, to reading as comprehension of meaning in text.

While reading research in South Africa has been conducted mainly in school contexts, this case study is of a school and Adult Basic Education and Training Centre in a rural KwaZulu-Natal community near Pietermaritzburg. It found that an oratorical approach to reading dominated in both settings. It suggests that developing the way in which teachers understand the teaching of reading and transforming the teaching practices of those who teach as they were taught in the education system of the apartheid era are key to improving the teaching of reading.

It is widely known that South Africa has performed very poorly in internationally administered literacy tests over the last two decades, with wide discrepancies between the performance of the richest and poorest South African students. The dire state of South African reading performance, indicated by consistently low rankings in both national and international studies, shows that we have lost the plot in the teaching of reading.

The situation demands that we find the plot in reading education so that we can improve the story of reading quality in our education system.

Rule, P. & Land, S. 2017. Finding the plot in South African reading education. *Reading & Writing*, 8(1):1-8, doi:10.4102/rw.v8i1.121.



First deaf student graduated from SU

by Sue Segars

Ilzé Aäron

When Ilzé Aäron, a Deaf student from Paarl, graduated with her BEd Foundation Phase degree at the December 2021 graduation, she was the first ever Stellenbosch University (SU) student to have learned with the help of South African Sign Language (SASL). Aäron, 24, who is passionate about teaching and plans to teach at a Deaf school, described her achievement as "a dream come true" and hopes it will inspire fellow Deaf people to follow their dreams. "I hope this makes people realise that Deaf people can achieve anything," she said.

Aäron, who was given the opportunity to complete the four-year degree in five years, voiced her heartfelt gratitude to the University's Disability Unit as well as to the SU Language Centre, whose interpreting services include SASL interpreting, for the support provided towards her achievement.

"They provided me with two SASL interpreters and many other forms of support. The interpreters went to every class with me and I would sit in front and the interpreter would sit in front of me. It's not easy to observe two people (the lecturer and the interpreter) at the same time and observe the interpreter's signs.

Aäron attended Labori High School before moving to De La Bat School for the Deaf in 2012. She had no knowledge of SASL. "For the first three months at my new school, I had to take extra classes to learn SASL. Besides her plan to teach at a Deaf school, Aäron hopes to start a tutorial service for Deaf learners who struggle with their schoolwork.

"I believe that all Deaf learners have the right to learn anything they want, to pursue their dreams. My passion is teaching Deaf learners so they can receive an education in their own language from another Deaf person. I would like to be a role model for them – I want to inspire them and make sure that they know they can reach their dreams."



MobiLex app assists students with literacy:

by Jana Nel

Jana Nel

The integration of MobiLex, a multilingual glossary, in the context of teaching and learning kicked off in our Faculty and the Faculty of Theology this past year. The tutorials and workshops that took place at the Education Faculty were creative and innovative.

The project is planned to be further integrated throughout the different faculties at Stellenbosch University. It is also an UCDG-project and currently the only UCDG-project hosted in a faculty. The project team consists of: project leader, Dr Michele van der Merwe; coordinator for the integration of MobiLex, Mrs. Jana Nel; and support and assistance, Mrs. Antoinette van der Hoven assisting with planning, research and marking.

Die taakspan het aanvanklik op die B.Ed. eerstejaarstudente se onderrig en leer gefokus. Tydens die eerste werkswinkel in Maart het personeellede aanbeveel dat die integrasie van MobiLex in onderrig en leer ook op die NOS-studente van toepassing moet wees. Baie navorsing, harde werk en beplanning het tot die ontwerp van 'n Handleidingsgids gelei. Hierdie gids dien as bron vir nege weke se opleiding vir dosente en studente in die Opvoedkunde. Die gids is in Afrikaans, Engels en isiXhosa beskikbaar. Dr. Simthembile Xeketwana het baie ondersteuning met die vertaling in isiXhosa gebied. Daar is ook 'n SUNLearn-moduleblad vir studente geskep met spesifieke opvoedkundige leeraktiwiteite van MobiLex, met die fokus op konsep- en akademiese geletterdheid.

Pre- and post-literacy tests were written by the PGCE students and the First-Year students without any knowledge or assistance from the MobiLex app. After writing the pre-literacy test, the students took part in eight different tutorial sessions learning how to use the MobiLex app efficiently. At the end of the course, the students wrote the post-literacy test. The results showed a definite improvement from the pre-literacy test. It confirmed that the MobiLex app will assist students with academic literacy.

Two workshops were held for lecturers in our faculty. At the first workshop in March more information regarding MobiLex was shared. Our dean, Professor Madiba, was the keynote speaker. The second workshop took place on International Literacy Day, 8 September. Mrs Jana Nel and Mrs Antoinette Van der Hoven presented plans how MobiLex could be integrated in the various modules. A certificate of attendance has been issued to all the lecturers who took part in both workshops.



Reviewing early grade Mathematics Assessments and learner-teacher support material:

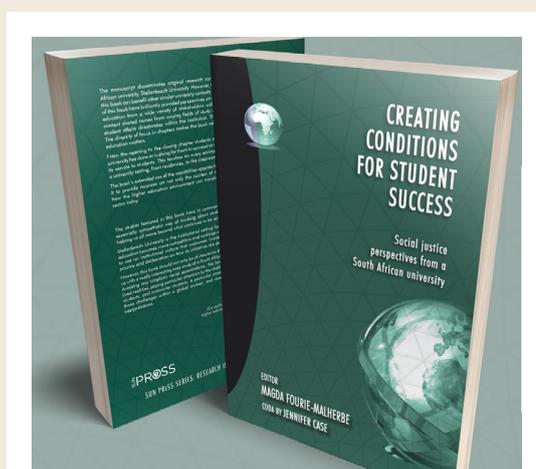
by Agatha Lebetho

Agatha Lebetho

The project will be jointly funded by the Zenex Foundation, and Epoch and Optima Trust, which is represented by Tshikululu Social Investments, Zenex. The Department of Basic Education (DBE) will play the role of convening a Project Management Team (PMT) and providing oversight towards the project. The review will cover the foundation phase and intermediate phase.

The purpose of the scope of work is to provide a shared understanding of different forms of mathematics assessments that are conducted in schools in the early grades, and different forms of LTSM that are used by learners and teachers. The review will provide a shared understanding of what assessment instruments exist, their purpose, relevance, appropriateness and current use across contexts similar to that of South Africa; and to identify recommendations for improvement in development and use of such instruments.

Kelello Consultancy was appointed to do the review. My role in the project will be to facilitate a group of Mathematics Education Experts that will assist in structuring the scaffolding for the review and act as critical voices in the process. The support includes conversations on the research process, the literature review (including the role played by textbooks, workbooks and manipulatives in learning and teaching) and the sharing of assessment interventions in South Africa.



Book published by our former colleague, Prof Magda Fourie-Malherbe

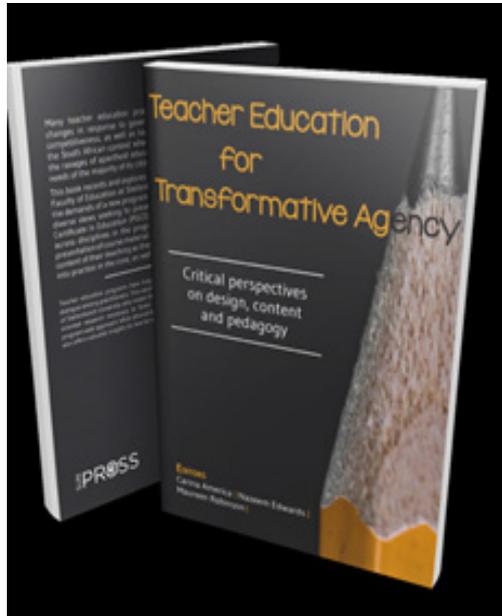
New books by staff members

Teacher Education for Transformative Agency

America, Edwards & Robinson (Eds.)

On 3 March 2021, the Faculty of Education launched *Teacher Education for Transformative Agency: critical perspectives on design, content and pedagogy*, edited by Carina America, Nazeem Edwards and Maureen Robinson and published by African Sun Media. Guest speaker at the launch was Prof Viv Ellis, currently Dean of Education at Monash University in Australia and a global expert on teacher education.

The book explores initiatives by Faculty staff members who were responding to the demands of a new programme in initial teacher education. It examines how curriculum design unfolds across disciplines in the PGCE programme, and includes chapters on theory, policy, learning and teaching, and student and lecturer identity, all within the frame of educational transformation and social justice. The final chapter, written by Prof Marie Brennan, suggests a research agenda for reinventing teacher education in South Africa.

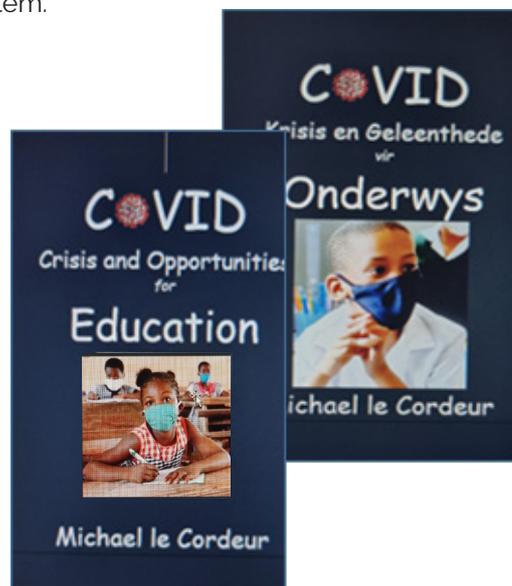


To quote Prof Saloshna Vandeyar In the journal *Perspectives in Education*: "The focus of this book is on educational practices that inspire, encourage and revive us ... [The book] opens up spaces for teacher educators to reflect on knowledge-in-practice by probing their own experiences and expertise as makers of wise judgements and designers of rich learning interactions in the classroom and knowledge-of-practice."

Covid: Crisis and Opportunities in Education

Michael le Cordeur

We always knew that education in this country was in trouble – long before the COVID-19-pandemic. The system was put under even more pressure almost overnight when the virus hit our country. Problems and challenges that have been haunting schools and teachers, but were left unattended for decades, were pushed to the foreground instantly. The pandemic has proved what we all suspected for many years: that there are huge inequalities in our education system.



The government had no alternative but to act swiftly trying to solve challenges such as pit toilets, the lack of running water for children to wash their hands, the lack of classroom space to maintain social distancing, the shortage of qualified teachers and many more challenges that will be dealt with in this book. COVID-19 forced educationalists across South Africa especially schools and teachers from impoverished areas to think out of the box and to act innovatively. More so as it became clear that the Department of Basic Education could no longer provide in all the needs.

But there is a silver lining: with all the challenges posed by the pandemic, many opportunities came to the fore which afforded us the opportunity to fundamentally re-imagine education in South Africa. Not only could this heal the system from its ailments, it will change the education landscape for ever. This book will become a historical document on the impact of COVID-19 on education in South-Africa. At the same time, it will provide guidelines on how to deal with the new normal. The book is available in Afrikaans and English.

Bidding farewell to two colleagues



Sitting: Prof Michael le Cordeur (Chair)*, Prof Chris Reddy and his wife Florence, Prof Mabulu Madiba (Dean), Prof Maureen Robinson and her husband Mark. **Standing:** Dr Linda Bosman, Mr Nahmie Latief, Ms Sally le Roux, Dr Erna Lampen, Dr Louise Botha, Ms Tarryn Halsall, Dr Carina America, Ms Lorraine van As, Dr Bernard Rhodes, Mr John Ruiters, Dr Nazeem Edwards, Ms Juliet Paulse, Mrs Jeannie Saffier, Dr Zelda Barends, Dr Simthembele Xeketwana, Ms Shannon Bishop-Swart.

** Prof Le Cordeur was recently appointed Vice-Dean: Teaching and Learning.*

Compiled by: M le Cordeur; Proofreading: M Robinson and C Reddy.
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